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ABSTRACT

The Council of Europe is based on the principle that each member state is responsible for its use of foreign labour and for determining the number and nature of such workers to meet the needs of its own economy. Therefore, the Council has never assumed the task of organising the free movement of manpower nor of encouraging movements of workers in Europe. However, once these workers are admitted into member states, it is incumbent upon the Council, in conformity with its Statute, to propose to governments measures for their protection and assistance. These measures have been the subject of recommendations to governments by the Committee of Ministers regarding: (1) living, working, and training conditions for migrant workers; (2) human and social problems; and (3) problems arising upon the return of migrant workers to their home country. The Committee of Ministers has adopted 2 resolutions: (1) Resolution (68) 18 -- the teaching of languages to migrant workers and (2) Resolution (70) 35 -- school education for the children of migrant workers. This document consists of reports of the action taken by Italy, Belgium, Sweden, France, and Turkey in response to these resolutions. The resolutions are also given. (Author/NQ)

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COUNCIL OF EUROPE

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ED110220

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AD HOC CONFERENCE
ON THE EDUCATION OF MIGRANTS

Strasbourg, 5 - 8 November 1974

INFORMATION DOCUMENT

PRESENTED BY THE COUNCIL OF EUROPE ON ACTION TAKEN FOR THE EDUCATION AND TRAINING OF MIGRANT WORKERS AND THEIR FAMILIES, WITH SPECIAL REFERENCE TO THE SCHOOLING OF IMMIGRANT CHILDREN

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RC005663

Strasbourg, 12 September 1974

ACTION TAKEN BY THE COUNCIL OF EUROPE FOR THE EDUCATION AND TRAINING OF MIGRANT WORKERS AND THEIR FAMILIES, WITH SPECIAL REFERENCE TO THE SCHOOLING OF IMMIGRANT CHILDREN

The action taken by the Council of Europe for migrant workers began in 1953, when the Committee of Ministers entrusted Mr Schneiter, former President of the French National Assembly with the task of acting as the Council of Europe's Special Representative for National Refugees and Over-Population.

This was based on the principle that each member state of the Council of Europe is alone responsible for its use of foreign labour and determining the number and nature of such workers to meet the needs of its own economy. The Council of Europe has therefore never assumed the task of organising the free movement of manpower nor that of encouraging movements of workers in Europe. Once such workers are admitted into member states, however, it is incumbent upon the Council of Europe, in conformity with its Statute, to propose to governments measures for the protection and assistance of such workers.

These measures have been the subject of recommendations to governments by the Committee of Ministers in respect of the following problems:

a. Living, working and training conditions for migrant workers:

- teaching of languages
- vocational training
- the equivalence of professional titles for "light vehicle mechanics"
- the setting up of national information centres in the field of the equivalence of diplomas
- occupational safety
- participation of immigrants in the life of the firms
- equality of treatment in various fields, including those of vocational guidance, training and retraining.

b. Human and social problems:

- school education for the children of migrant workers
- school career records
- family reunion

- low-cost housing
- recovery of sums paid out in accordance with a maintenance order
- social services for migrant workers
- occupational diseases.

c. Problems arising upon the return of migrant workers to their home country.

With reference to financial aid, the Resettlement Fund has hitherto made it possible, by means of loans totalling more than 160 million dollars, to finance the provision of housing for migrant workers and infrastructures which will help absorb part of the surplus manpower in some parts of Europe.

Of the problems listed above, those most likely to be of interest to participants of the ad hoc Conference on the Education of Migrant Workers, for whom the Secretariat has assembled the reference documents, are the following:

1. Teaching of languages to migrant workers

i. Resolution (68) 18

The Committee of Ministers has adopted a resolution inviting governments to make greater efforts to enable migrants to learn the language of the receiving country, bearing in mind the most suitable conditions needed, especially by adults, for learning a language.

ii. Pilot schemes for the teaching of languages

The Council of Europe has itself taken intergovernmental action in pursuance of some of the suggestions in this resolution, in carrying out each year since 1970 language-teaching with emigration and immigration authorities of the member States. The steps taken have provided useful information on the most effective ways and means of teaching languages. Pilot schemes to this end were carried out in Belgium in 1970, in Sweden and Italy in 1971, in France and Turkey in 1972 and in Italy and Turkey in 1973 and 1974.

Reference documents attached:

i. Resolution (68) 18 on the teaching of languages to migrant workers;

ii. Reports on pilot schemes:

RS 199 (71), RS 200 (71), RS 213 (72), RS 222 (73), RS 243 (74), RS 246 (74).

2. School education for the children of migrant workers

i. Resolution (70) 35 adopted by the Committee of Ministers

In the resolution, member States are particularly requested to:

- encourage the integration of these children into the compulsory education system of the receiving country,
- maintain their cultural and linguistic links with their country of origin,
- to facilitate the re-integration into school education of children of migrant workers returning to their country of origin, so that the children do not feel themselves to be strangers in their own country.

Paragraphs 11, 12 and 13 of the resolution relate to two of the main concerns of the ad hoc conference, namely the training and recruitment of staff responsible for teaching foreign children.

ii. Council of Europe experimental special classes

As in the case of language teaching, the Council of Europe has, in addition to recommending appropriate measures to governments, included in the Work Programme in each school year five experiments to which the Council grants financial support. The experiments are conducted by specialised bodies in the member States who draw up a report describing the criteria used in forming classes, the difficulties encountered and the pedagogical methods used. The reports are published by the Council and are available to any authority interested therein. They make it possible to assess, on the basis of a comparative examination of the various experiments, the best means of achieving the dual purpose of integrating the children of migrant workers into the local compulsory education system and of safeguarding the essential features of the cultural and linguistic heritage of their country of origin, in order that they do not become strangers to their parents and, in the event of returning home, in their own land.

Reference documents attached:

i. Resolution (70) 35 on school education for the children of migrant workers

ii. Documents RS 233 (73) and Addenda I to V containing the reports mentioned in (ii) above on Council of Europe experimental special classes during the school year 1972-73.

iii. School career record

Work on the education of children of migrant workers has shown that the diversity of education systems in Europe increases the difficulty of obtaining appropriate particulars of their school career.

It accordingly seemed necessary to combine all particulars of school education and the level of knowledge reached by the child before proceeding to another country, as well as of preventive medical treatment, such as vaccinations.

To do this, it seemed necessary to create a standardised school record, which would be issued by the competent authorities in the country of departure and would to some extent be a kind of educational passport for the information of teaching staff to whom the foreign children would eventually be entrusted.

A draft school career record has been prepared by the Advisory Committee and submitted to the Committee of Ministers, which has referred it for opinion to the CCC.

Reference document: draft school career record.

3. European equivalence of professional titles for light vehicle mechanics

Within the vast range of problems surrounding the vocational training of migrant workers, the equivalence of professional and technical titles is of considerable importance, essential, as it is, for ensuring truly equal treatment of migrant and national workers.

The problem of equivalences is too vast and complicated for it to be claimed, in present circumstances, that it has been completely solved.

At the recommendation of the Special Representative, however, supported by the Consultative Assembly, the Committee of Ministers decided in 1971 to include in the Work Programme a study of measures needed to achieve European equivalence of professional titles for motor mechanics.

Priority was given to this occupation because it is pursued throughout the member States of the Council of Europe by a very large number of workers (almost 3 million), a high percentage of whom are migrants.

The necessary action culminated in November 1973 in the adoption of Resolution (73) 46 on the European equivalence for light vehicle mechanics (ie for vehicles not exceeding 3.5 tons).

The resolution was the subject of widespread comment in the news media and, above all, in the professional spheres concerned.

Resolution (73) 46 embodies a recommendation to governments to recognise foreign professional qualifications for light vehicle mechanics where such qualifications appear to be equivalent or superior in content to the European job description, in Appendix I to the resolution. The resolution also includes a typical training syllabus for light vehicle mechanics (Appendix II) for the guidance of authorities responsible for training in this branch of motor vehicle repair.

Reference documents: Resolution (73) 46 on European equivalence of professional titles for light vehicle mechanics.

4. Pre-school education of migrant workers' children

The right of migrant workers' children to pre-school education and their need of it are the subject of recommendations adopted in various contexts.

In its Resolution (70) 35, the Committee of Ministers, taking the view that efforts made by emigration and immigration countries to facilitate school education for the children of migrant workers would promote the children's integration and consequently that of their parents, recommended governments of member States to guarantee, by law or regulation, exercise of the right of migrant workers' children to school education and to take appropriate measures for the attainment of given objectives.

The Venice Symposium of the Council for Cultural Co-operation (CCC) in October 1971 recommended to member States to urge migrant workers to place their children in a pre-school establishment as early as possible, and to take steps to encourage migrants to learn the language of the receiving country. Pursuant to these recommendations, a draft programme of increased co-operation will be undertaken by the CCC Committee for General and Technical Education between 1975 and 1977, to enable that committee to make to the governments of member States precise recommendations on the pedagogical action to be taken to facilitate and improve the integration of migrant workers' children into pre-school education.

5. The development of specialised additional programmes for migrant workers' children

The education provided for migrant workers' children raises many problems both for member States sending workers abroad and for those receiving the workers. Emigration countries may well wish their children to receive an education which

will not sever them from their nationality of origin. The history, geography, kind of civilisation and the language of their country of origin may be asked to form part of the educational programme.

Receiving countries, on the other hand, may desire that, in the interests of the migrants themselves, the latter become acquainted with the country in which they have come to work and learn techniques used in occupations which are offered or will be offered to their children.

Curricula, however, in particular those for pupils of 11 to 12 and 15 to 16 years of age must be balanced and lead to understanding between States and not opposition.

Acting on the principle that educational programmes in the receiving country for the 11 to 12 and 15 to 16 year age groups must correspond to the needs of migrant workers' children and to the kind of life they will lead, the CCC asked the Committee for General and Technical Education to work on special complementary programmes for these children. At present it is expected that work on the project will begin in 1975 and be carried out in 3 phases. During the initial phase, representatives of the country of origin of the migrant workers would draw up a list of the needs of such workers for the purpose of establishing complementary programmes. During the second phase, representatives of the countries of origin and of the receiving countries would study the list. The third phase would consist of giving effect to the conclusions arrived at during the second phase.

6. Specialised additional training for teachers

The vast merging of populations as a result of migration raises new problems for schools and it is for this reason that at their seventh Conference in Brussels in 1971, the European Ministers of Education agreed to give particular attention to the education and training of immigrants and to the schooling of their children (cf Resolution No. 4, Conference of European Ministers of Education, Brussels, 8-10 June 1974).

In 1973, in response to Resolution No. 4 of the European Ministers of Education, the Committee for General and Technical Education was asked to examine problems connected with the training of teachers of migrant workers' children.

The first stage of this project was completed in 1974 with the publication of a study by Mr L. WARZEE on the training of teachers responsible for the education of migrant workers' children, the study will in due course be submitted for examination to the ad hoc Conference on the Education of Migrants.

APPENDICES

COUNCIL OF EUROPE

COMMITTEE OF MINISTERS

RESOLUTION (68) 18

(Adopted by the Ministers' Deputies on 28 June 1968)

ON THE TEACHING OF LANGUAGES TO MIGRANT WORKERS

The Committee of Ministers,

Having regard to the studies carried out and opinions put forward by the technical committees of the CCC and the report of the working party appointed to study the future activities of the CCC and after consulting the Special Representative's Advisory Committee;

Considering that some knowledge of the language of the reception country is indispensable both for the migrant worker's adaptation to and success in his new milieu and for his occupational training or further training;

Aware of the need to extend language teaching to the wife and children of migrant workers, bearing in mind, notably, that for children knowledge of the language is a pre-requisite for schooling in the new country;

Considering that the primary aim of migrant workers in learning the language of the reception country is to be able to express themselves in it and that they therefore seek study methods leading to rapid results rather than methods entailing the lengthy exercises which characterise language teaching in schools;

Considering that the home countries, immigration countries and public authorities and private bodies employing migrant workers should do their utmost to assist migrants wishing to learn the language of the reception country, and to facilitate the provision of the most effective types of language course;

Noting that for migrants language study is mainly a means to an end;

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Bearing in mind the fact that adults' ability to learn and retain is appreciably less great than that of children, thus making it necessary to seek intellectual compensation for economic loss and to apply the deductive methods they resort to in their work;

Noting that to become conversant with a language a minimum of 200 hours' study is required;

Aware of the need to carry out experiments in the reception country towards ensuring a sound follow-up to the efforts made in the emigration country;

Convinced that such language courses call for teachers conversant with modern teaching methods and for adequate teaching equipment;

Having agreed that the pilot experiments carried out so far should be continued for another year, on a provisional basis, under strictly controlled and comparable conditions,

Invites member governments to :

(i) make greater efforts to enable all migrant workers who so desire to learn the language of the reception country;

(ii) provide wives and children of migrant workers also with special facilities for learning the language of the reception country, notably by the provision of courses corresponding to their special needs;

(iii) take all necessary steps to establish sound co-operation between the services of the emigration and immigration countries and between the latter and the public or private establishments where language courses for migrant workers are held, in order to ensure the co-ordinating of the efforts made in this field and the attainment of the maximum results;

(iv) if possible, to combine language teaching in the reception country with vocational training destined to enable migrant workers to acquire skills or enhance their qualifications.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg, 24 August 1971

Restricted
RS 199 (1971)
Or. Fr.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

The teaching of modern languages to migrant workers

Account of an experiment conducted in Italy in 1971 with the support of the Council of Europe

by

Mrs. Maria FEDERICI
President of ANFE
(National Association of Emigrants' Families)

23.034
03.3

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REPORT ON THE RESULTS OF LANGUAGE COURSES FOR MIGRANT WORKERS

(1) FOREWARD

On 30 December 1970 the Head of Department responsible for the Population and Vocational Training Division informed the Italian General Directorate for Emigration and Social Affairs that the Committee of Ministers of the Council of Europe was asking Italy to conduct an experiment in the teaching of languages to Italian workers and their families wishing to emigrate to another European country.

Following acceptance by the Ministry for Foreign Affairs, ANFE (Associazione Nazionale famiglie degli emigrati - National Association of Emigrants' Families) was given the task of conducting the experiment. This decision was received with the greatest interest since it was known that ANFE had already begun to give practical teaching in foreign languages to adult emigrant workers on its own initiative, being encouraged therein by Resolution (68) 18 adopted by the Ministers' Deputies on 28 June 1968.

ANFE had selected and put into effect two points in particular contained in this resolution. The resolution stated that "some knowledge of the language of the reception country is indispensable both for the migrant worker's adaptation to and success in his new milieu and for his occupational training or further training" and also that teachers ought to use modern methods and adequate teaching equipment.

Without any special assistance from the Italian Government ANFE laid out the considerable funds required to prepare, with the indispensable and highly efficient assistance of the Goethe Institute in Rome, a course in German for migrant workers entitled: "Il tedesco per chi lavora" (German for the worker).

The material in question, which is based on the teaching principles of modern linguistics, was introduced and tested in hundreds of adult courses provided by the General Directorate for Adult Education of the Ministry for Education and run by ANFE in the most important emigration regions.

However, there had so far been no comprehensive experiment in teaching simply the principal structure of a foreign language and a certain number of words (about 500) to adult workers. It was necessary to do this in order to ensure that, thanks to the use of audio-visual aids, migrants could be enabled, within a reasonable time, to understand and make themselves understood during the first difficult phase of settling down in a foreign country.

While ANFE had already carried out this experiment several times and drawn favourable conclusions from it, the Association nevertheless undertook the careful execution of the Council of Europe project without any preconceived notions that might influence the results and so distort the aim in view, namely to determine the most effective methods and means of teaching foreign languages to adult migrants.

ANFE agreed in a spirit of co-operation to be as it were the test-bench for this operation whose results are set out as accurately as possible below.

(2) CHOICE OF DISTRICT IN WHICH TO CARRY OUT THE EXPERIMENT

ANFE judged it expedient to conduct the experiment into teaching languages to foreign workers in a district easily accessible from Rome for the following reasons:

(1) the Governing Board of ANFE could supervise the experiment directly in frequent visits,

(2) officials from the Italian Ministries for Foreign Affairs, Education and Labour could easily reach the scene of the experiment.

Thus the choice fell on the district of Latina, a part of Latium, whose chief town of which is situated about 60 km from Rome.

While its industrial and agricultural development are satisfactory, Latina still has too many workers, which makes it difficult to find employment for young people and leads to serious depopulation of the hills and mountains.

Both because of the ecological and social differences from district to district and in order to be able to verify and prove the findings more fully, it was decided to conduct courses in two districts simultaneously.

Consequently, two courses were organised: the first at SPERLONGA (3,569 inhabitants), a village situated near the sea and backed by hills, where agricultural produce is grown under glass, so that few workers are employed. There are no large industrial plants but the tourist trade is very lively during the summer.

The other course was organised at FONDI (24,417 inhabitants), an important agricultural centre for the inspection and marketing of agricultural products, but with little prospect of absorbing the manpower available in permanent employment.

At Fondi as well as at Sperlonga there has been a constant ebb and flow of emigration since 1947; in fact we established that among the 39 students who completed courses, 31 belonged to families with one or more migrants amongst their number.

Another reason prompted us to choose Latina and more particularly the villages of Sperlonga and Fondi as the scene of the experiment. ANFE is well organised in this area so that course-leaders were constantly available, including a young teacher, Dr. Francesco SANTORO, who not only possesses a good knowledge of German, but is also familiar with modern methods of language teaching.

The Sperlonga course was held in the local school which the authorities made available for this purpose free of charge. The ACLI club at Fondi did the same.

(3) DURATION AND TIME-TABLE OF COURSES - NUMBER OF STUDENTS

The courses started on 26 April and finished on 10 July.

Each was divided into 36 periods of one and a half hours, thus giving a total of 108 hours for both.

The classes were held three times a week in the evenings, since all those taking part worked during the day either as agricultural workers or as building labourers in Rome. Only about ten were unemployed, while about ten more were waiting to be engaged as waiters for the summer tourist season. Since their jobs were so insecure, most of them had expressed their intention of emigrating to Germany or taking on seasonal work in Switzerland.

The length of the courses had not been fixed in advance, but it was envisaged that they would last until the material (illustrated books and records) had been completely utilised and most of the students had achieved a good knowledge of the contents of "Il tedesco per chi lavora".

There were twenty-four students at Sperlonga and twenty-one at Fondi.

The results of the courses show as we do not hesitate to say from the start, that about 50 hours of instruction are enough to achieve the intended goal, provided that the teaching material is adequate.

(4) CONTENT OF THE COURSES

The syllabus consisted in following exactly the method and material of "Il tedesco per chi lavora" and the atmosphere was one of interest and willingness to learn on the part of the students. The material includes, among other things, a booklet to help the teacher develop a specific method of teaching which was faithfully followed, moreover, in both courses.

(5) ORGANISATION AND PROGRESS OF THE EXPERIMENT

It was considered essential to follow each student personally throughout the experiment. Consequently ANFE drew up a personal data-sheet (see enclosure) for each, containing not only information revealing the personality of the student, but also the progress of his knowledge throughout the various important and necessary stages in the learning of a language such as German. The personal data-sheets are enclosed with this report.

Each student was given a set of six records as well as a book containing a repetition of the graded exercises; in addition each student received a record-player in order to be able to repeat the exercises at home.

This equipment, worth 18,000 lire, was presented to each student as a reward for finishing the course.

(6) FINANCIAL AID

ANFE received the lump sum of 8,000 FF from the Council of Europe. However, it did not receive any other contribution from the Italian authorities. Consequently it had to fall back on its own resources to meet the cost of running each course and of the equipment used, as well as paying the teacher.

(7) ANALYSIS OF THE COURSES

Course at Sperlonga - 24 students enrolled, 21 participants

Table 1 - (data (under 1 to 9) corresponding to that requested on the personal data-sheet)

Intellectual and social maturity

(1) School attended .....

(2) Have you already followed an apprenticeship or vocational course? .....
Details .....

(3) What jobs have you had up to now? .....

(4) Have you already emigrated? .....

(5) Do you read the newspapers? .....

(6) Do you listen to the radio? .....
Watch television? .....

(7) Do you play sport? .....

(8) Socio-cultural level of family background:
.....

(9) Social behaviour: .....
.....

Table 1 below provides a general picture of the participants, while Tables 2, 3, 4, 5 and 6 group data more significant for the drawing of final conclusions

(8) INSPECTION OF THE COURSES

The courses were inspected by Professor HAJNY of the Goethe Institute in Rome on 7 June; by Mr. TORELLI, Diplomatic Counsellor; by the Inspector General of the Ministry of Education, Professor MAGLIULO, and by the Director of the local office of the Ministry of Labour on 20 June.

The visitors attended classes and expressed their complete satisfaction with the way the courses were being run and the knowledge acquired up to then.

TABLE 1

Data-sheet	School attended	Apprenticeship or vocational training	Jobs	SPERLONGA					Plays sport	Family background	Social behaviour
				Already emigrated	Parents emigrated	Reads papers	Listens to radio	Watches television			
	1	2	3	4		5	6		7	8	9
A	Lower secondary	No	Unemployed	No	Yes	No	Yes	Yes	No	Office worker	Good
B	Lower secondary	No	Waiter - labourers	No	Yes	Yes	Yes	Yes	Yes	Peasant	Good
C	Lower secondary	Yes	Housepainter - waiter	Yes	Yes	Yes	No	Yes	Yes	Peasant	Excellent
D	Lower secondary	No	Peasant farmer - mason - driver	Yes	Yes	No	Yes	Yes	No	Peasant	Excellent
E	Lower secondary	Yes	Chemical worker - waiter	No	Yes	Yes	Yes	Yes	Yes	Peasant	Good
F	Lower secondary	Yes	Apprentice mason	No	Yes	Yes	Yes	Yes	No	Peasant	Excellent
G	Lower secondary	No	Apprentice mason	No	Yes	No	Yes	Yes	Yes	Manual worker	Excellent
H	Lower secondary	Yes	Mechanic	No	Yes	Yes	Yes	Yes	Yes	Peasant	Excellent
I	Lower secondary	Yes	Electrical mechanic - house-painter - electrician	No	Yes	Yes	Yes	Yes	Yes	Manual worker	Excellent
L	Lower secondary	Yes	Fitter - builder's labourer - news-paper seller - butcher - waiter	No	Yes	Yes	Yes	Yes	No	Manual worker	Excellent
M	Lower secondary	Yes	Radio-technician - Waiter	Yes	Yes	Yes	Yes	Yes	Yes	Agricultural worker	Good
N	Lower secondary	Yes	Fitter - house-painter - joiner - waiter - builder's labourer	Yes	Yes	Yes	Yes	Yes	Yes	Fisherman	Excellent
O	Primary	Yes	Electrician - joiner	No	No	No	Yes	Yes	Yes	Fisherman	Excellent
P	Primary	No	Builder's labourer	No	Yes	No	Yes	Yes	Yes	Fisherman	Good
Q	Lower secondary	Yes	Fitter - waiter - driver - house-painter - butcher	Yes	Yes	No	No	Yes	Yes	Manual worker	Excellent
R	Primary	No	Agricultural worker - builder's labourer	Yes	Yes	Yes	Yes	Yes	Yes	Agricultural worker	Satisfactory
S	Lower secondary	No	Waiter	Yes	Yes	Yes	Yes	Yes	Yes	Manual worker	Excellent
T	Lower secondary	Yes	Fitter - cobbler - joiner	No	Yes	Yes	Yes	Yes	Yes	Fisherman	Excellent
U	Lower secondary	Yes	Radio-telephonist - municipal policeman	Yes	Yes	Yes	No	Yes	Yes	Police officer (Carabiniere)	Excellent
V	Lower secondary	Yes	Fitter - waiter - electrician	No	Yes	Yes	Yes	Yes	Yes	Peasant	Good
Z	Lower secondary	No	Mason	Yes	Yes	Yes	Yes	Yes	Yes	Manual worker	Excellent

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TABLE 2

SPERLONGA

AGE OF PARTICIPANTS

NUMBER	AGE
3	16 years
2	17 years
4	18 years
1	19 years
2	20 years
1	21 years
1	23 years
4	24 years
1	25 years
1	28 years
1	41 years

Average age 19 years

TABLE 3

SPERLONGA

GRADING OF 21 PARTICIPANTS

RATING	NUMBER
Unsatisfactory	3
Weak	1
Fair	1
Satisfactory	4
Good	1
Excellent	11

T A B L E 4

S P E R L O N G A

GRADING ACCORDING TO AGE

From 16 to 20		From 21 to 25		From 26 to 30 plus	
9	Excellent	2	Excellent	1	Satisfactory
1	Good	1	Satisfactory	2	Unsatisfactory
2	Satisfactory	1	Fair		
1	Weak	1	Unsatisfactory		

T A B L E 5

S P E R L O N G A

GRADING ACCORDING TO EDUCATIONAL LEVEL

Primary education		Compulsory secondary education		Vocational training
1	Satisfactory	11	Excellent	
1	Fair	1	Good	
2	Unsatisfactory	1	Unsatisfactory	
		3	Satisfactory	
		1	Weak	

TABLE 6

SPERLONGA

ATTENDANCE AT CLASSES

(The number of lessons was 36)

4	students	29/36	lessons
6	students	31/36	lessons
3	students	32/36	lessons
4	students	33/36	lessons
1	student	34/36	lessons
3	students	36/36	lessons

TABLE 1

Data-sheet	School attended	Apprenticeship or vocational training	Jobs	FONDI					Plays sport	Family background	Social behaviour
				Already emigrated	Parents emigrated	Reads papers	Listens to radio	Watches television			
	1	2	3	4		5	6		7	8	9
A	Lower secondary	Yes Typist	Joiner	No	No	Yes	Yes	Yes	No	Manual worker	Satisfactory
B	Lower secondary	No	Electrician	No	Yes	Yes	Yes	Yes	Yes	Peasant	Excellent
C	Lower secondary	Yes Radio-technician	Radio-technician	No	No						
D	Primary	No	Coach-builder	Yes	No	Yes	Yes	No	Yes	Shopkeeper	Excellent
E	Lower secondary	No	Carpenter - agricultural worker	Yes	No	Yes	Yes	Yes	Yes	Peasant	Excellent
F	Lower secondary	No	Mechanic - mason	No	Yes	Yes	Yes	Yes	No	Shopkeeper	Good
G	4th grade Primary	No	Mechanic - tradesman	Yes	No	Yes	Yes	Yes	No	Craft-worker	Excellent
H	3rd grade Lower secondary	Yes Radio-telegraphist	Employee - other occupations	Yes	Yes	Yes	Yes	Yes	No	Office worker	Excellent
I	Secondary	Yes Carpenter	Barber - electrician	No	Yes	No	Yes	Yes	No	Manual worker	Good
L	Secondary	No	Driver	No	Yes	Yes	Yes	Yes	No	Peasant	Excellent
M	Secondary	No	Waiter - photo-grapher	No	Yes	Yes	Yes	Yes	Yes	Shopkeeper	Excellent
N	4th grade Primary	No	Mechanic	No	Yes	Yes	Yes	Yes	No	Peasant	Excellent
O	Lower secondary	Yes Mechanic	Car mechanic	No	Yes	No	Yes	Yes	No	Agricultural worker	Good
P	4th grade Primary	No	Farmer	No	Yes	Yes	Yes	Yes	No	Peasant	Excellent
Q	"	No	-	No	No	No	No	No	No	-	Withdrew from course
R	"	No	-	No	No	No	No	No	No	-	Left for USA
S	Primary	No	Mason	Yes	Yes	Yes	Yes	Yes	Yes	Agricultural worker	Excellent
T	4th grade Primary	No	Electrician	Yes	No	No	No	No	No	Shopkeeper	Good
U	Lower secondary	No	Joiner - peasant farmer	No	No	Yes	Yes	Yes	Yes	Peasant	Good
V	Lower secondary	Yes Radio-technician	Radio-technician	No	Yes	Yes	Yes	Yes	Yes	Peasant	Good

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T A B L E 2

F O N D I

AGE OF PARTICIPANTS

NUMBER	AGE
1	14 years
2	17 years
1	19 years
2	21 years
1	23 years
3	24 years
1	25 years
2	29 years
1	31 years
1	32 years
1	33 years
1	37 years
1	41 years

Average age 18 years

T A B L E 3

F O N D I

GRADING OF 18 PARTICIPANTS

RATING	NUMBER
Unsatisfactory	2
Weak	1
Fair	1
Satisfactory	1
Good	5
Excellent	8

TABLE 4

FONDI

GRADING ACCORDING TO AGE

From 14 to 20	From 21 to 25	From 26 to 30	Over 30
1 Excellent	4 Excellent	1 Fair	3 Excellent
3 Good	1 Good	1 Unsatisfactory	1 Good
	1 Satisfactory		1 Weak
	1 Unsatisfactory		

TABLE 5

FONDI

GRADING ACCORDING TO EDUCATIONAL LEVEL

Primary education	Compulsory secondary education	Vocational training
1 Excellent	7 Excellent	
2 Good	3 Good	
1 Fair	2 Unsatisfactory	
1 Unsatisfactory		
1 Weak		

TABLE 6

FONDI

ATTENDANCE OUT OF 36 LESSONS

1	student	22/36	lessons
1	student	25/36	lessons
1	student	30/36	lessons
2	students	31/36	lessons
3	students	32/36	lessons
2	students	33/36	lessons
2	students	34/36	lessons
2	students	35/36	lessons
4	students	36/36	lessons

(9) DESCRIPTION OF THE METHOD USED

As already stated, the method used was the one adopted for the course in German for adults published by ANFE in conjunction with the Goethe Institute in Rome. A copy has been sent to the Secretariat of the Council of Europe for information.

In any event it is important to emphasise here the basic teaching principle which requires the class to participate vocally with mimicry and, thanks to the records, enables them to repeat indefinitely the sounds, words and constructions until they have been totally assimilated.

The fact that of those attending the course at Sperlonga 11 out of 21 were graded "excellent", and of those attending the course at Fondi 8 out of 18 were also graded "excellent", despite the fact that some of them had not attended all 36 lessons, indicates the success of the experiment.

Five in all were graded "unsatisfactory".

(10) CONCLUSIONS - SPECIFIC AND GENERAL - USEFUL FOR ASSESSING THE VALUE OF THE EXPERIMENT

Firstly, one must appreciate that enrolment for the courses in German, which were for workers intending to emigrate, probably to another European country, was voluntary. Even if perhaps the promise of being presented with the record-player and the teaching material may have been an inducement in the beginning, the constant high level of attendance at the classes shows in any event the need to help emigrants by giving them at the start some knowledge of the language, however small.

The students themselves revealed that their major problem was the impossibility of establishing contact with the environment and people abroad and to find respectable and well-paid employment.

Five of the students had already emigrated to Germany and had returned to Italy because they were unable to fit into the working and social environment owing to their total ignorance of the language.

We can therefore draw an initial conclusion: courses in foreign languages are accepted and appreciated by emigrants even more than vocational training courses; they are considered to be the best help that one can give to people who have to find work abroad.

./.

If it is wished to achieve relatively high level of attendance, courses then should not last too long. The experiment indicates that 36 lessons of 1½ hours each is sufficient (even for those who have not attended them all) to acquire a knowledge of the basic structure of the German language and at least 500 words relating to emigrant's living and working conditions.

The courses are all the more worthwhile if those taking part have had at least eight years basic schooling (compulsory education), but the courses also succeed in giving those who have attended primary school only, and who unfortunately often come close to illiteracy, some knowledge of the German language, although more time is needed to master the content of each record.

The achievement of good results in a short time (one must consider that those taking part are working, if temporarily, and consequently have little time to spare), depends chiefly on the teaching method.

In contrast to traditional schemes which, among other things, require a long time and include two-way translation, this method ought to be based on modern linguistic principles and make use of specially perfected audio-visual equipment.

ANFE did not need the evidence of the experiments at Sperlonga and Fondi to conclude that from a teaching point of view there is no reason whatsoever why a foreign language cannot be taught to adults with a poor educational background. However, ANFE was very glad to carry out the experiment, especially since it was conducted under the auspices of the Council of Europe.

The experiment in question, undertaken in the name of the Council of Europe on the basis of Resolution (68) 18, has fulfilled its aims. Consequently, it must now stimulate the governments of emigration countries to investigate the need to give emigrants the possibility of acquiring sufficient knowledge of the language of the receiving country.

The indifference of the authorities of the emigration countries towards this problem is most surprising, the more since it is well-known that one of the main reasons for the maladjustment or lack of success of many workers is their ignorance of the local language.

Hitherto the initiative has been taken by private institutions or associations who sympathise with the emigrants' everyday worries and difficulties and endeavour to accomplish what the public authorities are only coming slowly and with difficulty to understand.

The period which precedes departure for a foreign country is already one stage of emigration and therefore during this time the emigrant and his dependants should receive the educational assistance necessary for their respectability and security.

While ANFE thanks the Council of Europe for its mark esteem, it also hopes that it will employ all its prestige to make the governments concerned look upon the experiment just completed as an encouragement to greater efforts to give the emigrant valuable assistance in the difficult period of social integration which lies ahead of him.

We venture to stress that the emigrants' preparation should take place during the period just before he leaves home, for we know the difficulties of providing language courses in the foreign country. After a hard day's work the capacity for intellectual effort is poor and the worker wishes only to go home and rest.

ANFE is fully prepared to carry out any other experiment which might be entrusted to it in the field of linguistic training of workers and renews its most heartfelt thanks.

(signed) Maria FEDERICI
PRESIDENT

NB:

The Population and Vocational Training Division has also received a copy of the booklet "Il tedesco per chi lavora", a set of records used for the courses and the personal data-sheets of the course participants.

A P P E N D I X

NATIONAL ASSOCIATION OF EMIGRANTS' FAMILIES (ANFE)

EXPERIMENTAL COURSE IN GERMAN FOR ADULT WORKERS AND THEIR FAMILIES

Civil status ....

Personal data-sheet of student .....

Born at .....on..... Married.....

Address .....

Intellectual and social particulars

(1) Schools attended .....

(2) Have you already followed an apprenticeship or vocational course?.....

(3) What jobs have you had up to now?.....

(4) Have you already emigrated? .....

Where? .....

Have your parents ever emigrated? .....

(5) Do you read the newspapers? .....

(6) Do you listen to the radio?.....

Watch television? .....

(7) Do you play sport?.....

(8) Socio-cultural level of family background.....

(9) Social behaviour .....

Knowledge of German

Attendance: present at .....out of..... classes

Preliminary results:

1st group of lessons (1st record: no. of hours.....) .....

2nd group of lessons (2nd record: no. of hours.....) .....

3rd group of lessons (3rd record: no. of hours.....) .....

4th group of lessons (4th record: no. of hours.....) .....

5th group of lessons (5th record: no. of hours.....) .....

6th group of lessons (6th record: no. of hours.....) .....

Interest shown (at the beginning .....
(during the course .....
(at the end of the course .....

Assessemrnt of final knowledge .....(1)

TEACHER.....

(1) Unsatisfactory, fair, satisfactory, good, excellent.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg, 22 December 1971

Restricted
RS 200 (1971) Revised
Or. Fr.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

LANGUAGE TEACHING TO MIGRANT WORKERS

Report on the 1970-71 experiment in Sweden made with the help of the Council of Europe

by

Mrs. Siv HIGELIN

of the
National Immigration Board

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Secretariat Note

Besides the original text of the report, the Population and Vocational Training Division has also received the following literature:

1. Information on the material generally used for teaching Swedish to immigrants

2. "Svenska för er inom sjukvården" = specialised language textbook for hospital and public health staff

3. Collected tests for assessing the level of linguistic knowledge

4. Explanatory report to the official State survey of the situation regarding teaching immigrants

5. Brochures on adult education college courses

6. "Just arrived in Sweden"

1. Introduction

Confronted with problems raised by the migration of labour in Western Europe, the Council of Europe has shown its interest by seeking ways of improving the situation of migrant workers. One of the major obstacles immigrants have in adapting to their new environment is ignorance of the language of the host country. The Council of Europe has taken several measures with a view to helping migrant workers and their families adapt to the host country by giving them the possibility of learning, or of improving their knowledge of, its language. Thus it was that model projects for teaching languages to migrant workers were organised in 1965-67. Two concerned the countries of origin, Spain and Italy, and five were held in the host countries: Belgium, Netherlands, Federal Republic of Germany, United Kingdom and Switzerland.

Those seven model projects were discussed in the report CCC/EES (67) 58 (migrant workers and the teaching of languages), and a few general considerations and recommendations concerning them were adopted by the Round Table at Strasbourg on 18 and 19 January 1968 (CCC/EES (67) 57 revised).

Those recommendations were the basis for preparing Resolution (68) 18 adopted by the Ministers' Deputies on 28 June 1968 on the teaching of languages to migrant workers.

The Council of Europe then decided to extend the pilot experiments to other European countries, including Sweden. This report gives an account of action taken in Sweden on teaching the language to migrant workers.

Before being able to determine the measures to be applied on behalf of migrant workers, numerous contacts were made with various competent authorities such as the National Manpower Board, the National Board of Education and the Stockholm Municipal Staff Training Office. Discussions were held with industrial firms and adult education organisations concerning the practical aspects of the teaching. Meetings of teachers were held to plan the educational methods. Lastly, tests as well as particularly appropriate teaching materials, were devised for the purpose.

To comply with the wishes expressed by the Council of Europe considerable work was accomplished to organise language courses commencing in the country of origin and continuing after arrival in Sweden. However, difficulties were encountered in arranging suitable courses because of the special character of immigration in Sweden. As will be seen from Chapter 2 (page 2) the great majority of immigrants arrive as individuals. The number of collectively recruited workers for whom courses could have been arranged before leaving for Sweden is very small. Much interest was taken in the preparatory work done by SAAB (motor and aviation works) to

arrange 8-week courses for newly employed Finnish workers. Unfortunately the application for a subsidy to meet the subsistence expenses for those workers during the course, submitted by the firm for approval to the National Manpower Board, was rejected.

During the autumn of 1969 representatives of an adult education organisation and of the Institute of Sociology of the University of Lund met with a view to making a sociological survey of test courses planned in various parts of the country. It was found so difficult to form appropriate groups that the test courses could not function as was originally intended.

Chapter 2 of this study gives an outline of the opportunities available to adult immigrants who wish to learn Swedish. Chapter 3 gives an account of the courses arranged with the help of the Council of Europe: the teachers concerned give an appreciation, together with results, of these courses and of any test courses held (inter alia, by a statement on the assessment of the examinations set). In conclusion, some important initiatives taken during last year are quoted: the agreement between SAF (Svenska arbetsgivareföreningen = Swedish Employers' Confederation) and LO (Landsorganisationen = General Confederation of Labour), the declaration by SIV (Statens invandrarverk = National Immigration Board) concerning language classes for immigrants and the official State survey on the situation regarding teaching immigrants.

2. Present facilities for teaching Swedish to adult immigrants

2.1 Teaching in the country of origin

Most immigrants to Sweden go there on their own initiative, only a very few workers being recruited collectively. Sweden has immigration agreements with Italy, Yugoslavia, and Turkey. Under the agreement with Yugoslavia, the Swedish authorities are permitted to organise technical training in that country for workers intending to emigrate to Sweden. Their training also includes beginners' classes in Swedish. The Swedish State bears the cost of that activity. The agreements with Italy and Turkey do not include those provisions.

Teaching in Yugoslavia provided for under the agreement has hitherto been very little as the following table shows:

Year	Profession	Number	Ref. chapter
1966-67	Nurses	43	
1968	Restaurant employees	74	
1969	Restaurant employees	21	
1969-70	Dockyard workers	84	3.1.1 and 3.1.2
1970	Metal workers	18	3.1.2

2.2 Education in Sweden

Foreign nationals living in Sweden are entitled, in theory, under the same conditions as Swedish citizens, to the education provided by the public authorities. However, lack of knowledge of Swedish is a considerable obstacle for many immigrants in following adult education. Special courses, particularly language classes, have therefore been arranged for them.

The teaching of Swedish by adult education associations

There are 12 education associations approved by the National Board of Education and subsidised by the State. They hold Swedish language courses for immigrants, generally in the form of study circles, frequently organised in co-operation with industry and trade unions. Thanks to State subsidies since 1965, the study circles teach immigrants Swedish without charge. The school material is also distributed free.

The teaching may be part of a course of 20-24 hours (study circles with a few hours teaching per week) or in the form of intensive courses lasting 240 hours (eight study circles teaching 30 hours per week). The study circles devote four hours to social guidance questions. For a study circle to qualify for grant, the number of participants must be between five and 20.

The amount of Swedish teaching done by the adult education associations has rapidly increased. The following table shows the grants made by the State and the number of hours teaching:

Year	Grant	Number of hours teaching
1965-66	6,306,080	110,202
1966-67	6,692,453	124,108
1967-68	8,256,866	143,866
1968-69	17,872,365	311,379
1969-70	40,241,487	641,574

The increase in the grants is due to the fact that, during the last few years, a large part of the teaching has been in the form of intensive education as part of the Manpower Board's vocational training programme.

The adult study associations recruit their teachers for each course and no teacher training is officially required. There is a considerable lack of qualified teachers. In 1969-70 a little more than 3,000 teachers were engaged in teaching Swedish, of whom two-thirds had school leaving certificates or university degrees. In 1965 only 45% of teachers had Swedish as their mother tongue. The majority of them, therefore, were themselves immigrants, some with an inadequate knowledge of Swedish. In 1969-70 the picture improved and the number of Swedes teaching Swedish amounted to 74%.

There still remains a certain lack of appropriate teaching material despite considerable production in recent years. 73% of the study circles use "Svenska för er" (see Chapter 3.3 and Appendix I).

Two types of special courses have been started since the spring of 1970:

(a) An elementary course of 10 hours of social information. A part is paid to the specialist concerned and to the interpreter in study circles using a language other than Swedish.

(b) Courses for immigrants and wives. A special material giving the necessary terminology for domestic management has been prepared for this purpose. A special grant is made for domiciliary visits and looking after children.

The National Board of Education published in 1970-71 a detailed textbook for teachers concerning intensive teaching of Swedish, the rules of which must be applied as from the autumn of 1971.

Teaching Swedish and vocational training

Any person, whether unemployed or likely to become so, or who finds difficulty in obtaining a job, and for whom it is considered vocational training will procure stable employment, is entitled to free training provided by the Manpower Board. He must be 20 years old and have sought work unsuccessfully through an employment agency. During the period of the courses, the average duration of which is six months at present, various forms of allowances are granted. The teaching of Swedish for immigrants in the framework of vocational training courses may either be concentrated in a period of two months at the most, or form part of the vocational training syllabus. In 1969-70, 6,400 immigrants, of whom 2,600 came from Finland and 2,000 were refugees, received vocational training grants.

Teaching Swedish in conjunction with undertakings

Many immigrants employed by firms attend Swedish courses arranged by the employer in collaboration with various organisations. More detailed information about the organisation of the courses, subsidies etc., is given in Chapter 5.2. Chapter 4 gives an account of the agreement between employers and trade unions.

Courses for boarders in upper primary schools

In 1967-68 an experiment was made in teaching Swedish to immigrants who were boarders during the summer. The purpose was to enlarge the facilities for teaching Swedish to

immigrants who for various reasons had difficulty in attending the study circles of the adult education organisations. Those boarding schools provide a good working environment for immigrants wishing to learn during their holidays. Members of the same family may stay in the schools, where the children can be looked after.

In general, pupils at least 18 years old may enrol as boarders. The cost is 50 Kronor per week per adult and 25 Kroner per week for each dependent child under 14. That covers board, lodging, tuition and teaching materials. A State subsidy makes up the difference between the actual cost of the course and the amount paid by the pupils.

In summer 1971 eleven courses are running for Finnish immigrants and nine for immigrants of other nationalities. Two of those courses also teach domestic science to the wives of immigrants, while two others are for young persons, mainly those over 16 (see Appendix 5).

Teaching for certain groups of immigrants

Refugees: The National Manpower Board, the National Immigration Board and the National Board of Social Welfare are responsible for the collective transport to and reception in Sweden of refugees. In 1969-70 995 persons were received in Sweden having travelled by collective transport. The National Manpower Board at present runs three permanent reception camps where refugees are taught elementary Swedish generally for one month. The lessons may be extended to two months for refugees requiring more than one month's intensive course in order to be placed in employment.

Literacy: Illiterate immigrants, or those whose primary education is less than 2-4 school years, may attend an elementary class for the illiterate. That involves learning to understand Swedish, elementary instruction in the 3 Rs, and social guidance. It corresponds to the intermediate course in basic education.

The education authority in each municipality is responsible for organising the classes. Attendance is optional but immigrants must be informed of the possibility. At present participants are not given a study grant, which explains why this activity is on a relatively small scale.

There are, however, numerous problems arising from that type of teaching, for example:

- difficulty in reaching and informing the immigrants;

- reluctance on the part of those immigrants who most need instruction;

- the problem of looking after children;

- lack of teaching aids in the appropriate language;

- the dearth of good teachers.

Foreign students: Foreign students are taught Swedish in the universities of Stockholm, Gothenburg, Lund, Umea and Uppsala. The following may attend the courses:

(1) Students enrolled at a university or college who do not speak Swedish.

(2) Persons who do not know Swedish and intend to apply for enrolment in such an establishment.

(3) Foreign graduates who, in order to engage in a permanent occupation in Sweden, are obliged to have a very good knowledge of Swedish.

To be allowed to attend courses in some universities, students are required to have had 270 hours teaching in Swedish and to have passed a final examination.

Teaching by radio and television

During the last few years, teaching Swedish by radio and television and social guidance for immigrants has continually increased. Since 1961 a Swedish course has, on several occasions, been broadcast for Finnish-speaking beginners. In the autumn of 1967 the "Svenska för er" course was broadcast for immigrants of various languages (see Chapter 3.3 and Appendix 1). An additional social guidance course "Leva i Sverige" (Living in Sweden) will be broadcast in the autumn of 1971. It comprises 12 television and 24 radio programmes, as well as very complete study material.

3. Courses arranged in the context of the Council of Europe intergovernmental Work Programme

There are two types of course subsidised in various ways by the Council of Europe:

some courses begin in the country of origin and terminate after the immigrants arrive in Sweden, whereas others are held entirely in Sweden.

3.1 Courses starting in the country of origin

3.1.1 Course arranged for Eriksbergs Mekaniska Verkstad

Subject:	Swedish for Yugoslavs
Number of courses:	2 (Course A and Course B)
Number of groups:	4
Duration of each course:	60 hours
Number of participants:	Course A: 21; Course B: 18
Place:	Course A: Kosovska Mitrovica, Yugoslavia.
	Course B: Zagreb, Yugoslavia

./.

Eriksbergs Mekaniska Verkstad in Gothenburg, which is one of the largest shipyards in Sweden, got permission to import 100 foreign workers during 1969. In co-operation with the Yugoslavian Department of Employment and Productivity the company organised an 8-weeks training course in welding and shipbuilding.. In conjunction with this training every participant would receive 60 lessons in Swedish.

I. Aims

The object of the course was primarily to give the students a small introduction to the Swedish language, a kind of first-aid Swedish, and general information about Sweden, which would later be the basis of further studying. This first contact with the new country would also have the advantage of giving hesitant students a further possibility to discuss and reconsider their decision to go to Sweden.

It was considered important to make the students familiar with the Swedish linguistic sounds and to lay the foundation of a good pronounciation; further on to practise simple phrases and everyday activities such as shopping, ordering at restaurants, briefly to enable them to manage on their own from the very first day in simple situations and consequently to avoid the initial linguistic isolation which would otherwise arise. In order to stimulate the students to a quick usage of the new language they were given pocket dictionaries towards the end of the course.

II. Participants

The 25 participants were all men between 21 and 25 years of age. They had a very small educational background, on the average 6-7 years' schooling, and they had no further knowledge of languages apart from their mother tongue. (Serbo-croatian).

III. Organisation

The course was held at one of the trade schools at Kosovska Mitrovica. The participants were to receive eight weeks' welding training and the language course started after four weeks.

The students were divided into two groups with 12 and 13 in each. One of the groups started their day with linguistic training between 9 a.m. and 12 noon and continued after lunch in the workshop until 17 h. The other group started with practical training between 7 a.m. and 12 noon and ended the day by studying Swedish until 16 h. The schedule alternated each week. A total of 60 lessons were held in each group.

A room adjoining the workshop was used as a classroom. This turned out to be very practical as it enabled a close contact with all the students and also provided good opportunities for co-operation with the teachers responsible for the practical training.

IV. Method

This attempt to arrange language training already in the native country was and still is something new to Sweden and consequently there was very little experience to build upon. There was no material specifically devised for this type of course or craft. The study material used (Swedish for You) consisted of textbook, exercises, and a Swedish-Serbocroatian word list (see Appendix 1 and Chapter 4.3). Tape recorder, slides and audio-visual aids (such as material for flannel board) were also used. The textbook is written in Swedish and this was also the language used for teaching. Each chapter starts with grammatical structures and ends with some descriptive texts or dialogues.

The corresponding written exercises, although, were very little practised, as the teaching of written Swedish was not considered essential at this elementary stage. The emphasis was placed on the training of pronunciation and understanding and the development of oral fluency.

In accordance with the textbook a lesson briefly followed this system:

(1) Revision of structures and texts introduced in the previous lessons. When dialogues, the students played the parts.

(2) Introduction and training of new structures illustrated with visual aids. The structure being well practised, the students were activated to ask each other questions using the visual aids.

(3) Joint reading of the same item in the textbook.

(4) Studying of the text.

(a) Introduction and explanation of the text.

(b) Listening to tape recording of the text.

(c) Joint reading of the text.

(d) Oral questioning on the text.

Technical terms

The course was not supposed to be concerned with teaching the students technical terms. This training was planned to be given later. However, in order to give the linguistic training a practical connection, some sheets with translated technical terms were produced and studied towards the end of the course in the classroom as well as the workshop.

Information about Sweden

The company had given some information about Sweden at the selection of the participants. A brief general and social information was also given during the course with the help of an interpreter. Two films about Sweden and Swedish industry were shown. The students also received several informative pamphlets such as Yugoslavs in Sweden, Information about protection against industrial injuries, Postal Guide, and others.

V. Evaluation and points of view

It must firstly be stated clearly that a studying period of only 60 lessons is insufficient and cannot possibly result in anything but a very small and superficient knowledge. The effective studying time was also reduced to an average of 50 lessons per student due to illness, minor injuries in the workshop, medical investigation,etc. For the purpose of this course another 40-50 lessons would be recommendable.

It was not considered essential to give any tests after this short introductory period apart from the estimates and observations that could be made during the lessons.

It was noticeable that the students obtained a passive knowledge in general, i.e. they reached a fairly high level of oral understanding of simple conversation. However, their ability to communicate on their own was, as expected, very limited and restricted itself to the simple linguistic situations practised in the classroom. They also obtained a fairly good pronunciation. Three to four students were outstanding from the others and could also produce a simple conversation outside the classroom. The studying period was too short, however, to make the students communicate more independently.

After their arrival in Gothenburg they had an additional training of 30 lessons organised by the company.

The students' attitude to the course was very favourable and it should be stressed that they arrived in Sweden far better equipped than others who have not received the benefit of training.

Most of the students spoke Swedish fairly well after five months in Sweden. One of them was even promoted to interpretor already after three months. The credit of this unique achievement should perhaps be given to the somewhat more inspiring source of motivation that the beauties of the country offer rather than to a pedagogically deserving teacher.

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A very fine and appraising initiative has been taken with this course, not only in showing an understanding for the big problem that may arise in the new country, but also in trying to adapt the immigrant to his future way of life already in his native country.

Bo Anlstrom

Stockholm, 10 June 1971

3.1.2 Courses arranged for Eriksbergs Mekaniska Verkstad and for Stal-Laval Turbin AB

Subject:	Swedish for Yugoslavs
Number of courses:	2 (Course A and Course B)
Number of groups:	4
Duration of each course:	60 hours
Number of participants:	Course A: 21; Course B: 18
Place:	Course A: Kosovska Mitrovica, Yugoslavia.
	Course B: Zagreb, Yugoslavia

This report concerns two elementary courses in Swedish for Yugoslav workers arranged in their country of origin. The first was held at Kosovska Mitrovica from 7 January to 4 February 1970 (hereafter called Course A) and the second at Zagreb from 6 July to 3 August 1970 (hereafter called Course B). Both courses lasted the same time and had the same syllabus. The language course took one month and was combined with a vocational training course lasting two months. There was a twofold purpose in holding the language course in the participants country of origin. In the first place, it was considered that it would facilitated the pupils' adaptation to the immigration country. The "cultural shock" of the first contact with a new country would be softened at the outset since the immigrants would already have a rudimentary knowledge of the language. In point of fact, most of them had never been abroad, even as tourists. Secondly, the vocational training of those concerned would continue on their arrival in Sweden and, obviously, it had to be given in Swedish. An elementary knowledge of Swedish was therefore necessary.

The course at Kosovska Mitrovica was organised by Eriksbergs Mekaniska Verkstad of Gothenburg. The vocational training mainly concerned oxy-acetylene welding. The language teaching was financed by the National Manpower Board while the Eriksberg firm met the cost of the vocational training.

At Zagreb, the Stal-Laval Turbin AB firm of Finspång financed both the language and the vocational training courses. The vocational training was more extensive: apart from welding and turning, it also included theoretical training, for example the technique of measuring, etc.

Participants

Those attending the courses were mostly unmarried workers, without vocational training or experience of factory work. The average age of the pupils on Course A (19 to 23 years) was a little lower than that of group B (20 to 25 years). There were 21 participants in group A and 18 in group B. With the exception of three, the pupils were of Albanian origin but Yugoslav nationals, their mother tongue being Albanian. The other three were Serbs. They had all attended primary school for eight years. However, as in that part of the country school classes were held irregularly, the level of knowledge was very uneven, particularly as regards writing their own language which, in many cases, was frankly very bad. The only foreign language the Albanian pupils had studied at school was Serbo-Croat. It should be pointed out that Kosovska Mitrovica is situated in the poorest and least developed region of Yugoslavia. The pupils on Course A were less accustomed to study and had less desire to learn than those on Course B.

Course B was composed entirely of Croat participants. Four of them had had a secondary education, and had consequently attended foreign language classes, but their knowledge of the languages was very shaky. The other pupils' educational level was on the whole higher than on Course A. Thus with some exceptions, the ability to write was much better. Likewise, the wish to learn and to be trained was more pronounced, although there again one might have expected better.

Nearly all the pupils in both groups were of peasant origin. Born and bred in the country, their knowledge of working life was restricted to agricultural operations, often on their parents' farm. Their attitude towards study and teachers was one of rather passive submission. They gave the impression of being accustomed to a somewhat military discipline and did what they were told to do but nothing more. Any personal initiative was rare, and it was difficult to convince the pupils that the study of a language did not consist solely of attending classes but that working on one's own afterwards was a prerequisite. One of the teachers' principal tasks was, therefore, to try to attenuate the authoritarian image he personified in order to put his pupils at ease and inspire them with the desire to learn a language.

Organisation of the courses

Both courses lasted the same time and had the same syllabus. Those attending them were divided into two groups, one working in the morning and the other in the afternoon. Each group had three hours of lessons daily five times a week. As the courses lasted four weeks, the total number of hours teaching per pupil and group was sixty. Some hours were lost through medical examinations or holidays. As I taught both courses single-handed my work lasted about six hours per day.

As already mentioned, the participants underwent vocational training, simultaneously with the language course, for four to five hours daily. The pupils therefore had a very full day. At Zagreb they were boarders in a vocational training school where their classes were held. At Kosovska Mitrovica, on the other hand, they lived at home, frequently very far from the school. Moreover, some of them followed a paid occupation after school! Obviously, such factors did not help to improve the results of the teaching.

The membership of the groups attending Course A was made up without regard for any kind of principle. For Course B the following method was adopted: as the vocational training had commenced a month before the language classes, it was possible to assess the students' general abilities before the lessons started. By arrangement with the vocational training inspector, I formed a "fast" and a "slow" group by taking account of the pupils' level of education and powers of assimilation observed during the technical classes. This method offered a fairly exact prognosis of the results of the language teaching, apart from a few exceptions.

Teaching aids and methods

The material "Svenska för er", Part 1, was used for teaching Swedish as well as the corresponding tapes, together with specially adapted material for the flannelgraphs of the textbook. The classrooms were equipped with blackboards, flannelgraphs and tape recorders. No specialised language equipment was used, the teaching to be done being general elementary Swedish.

The method applied was that known as the "modified direct method"; modified, first by the use during the lesson of grammatical explanations (and grammatical terminology) in a few cases of pupils whose schooling and ability so permitted. Secondly, I used Serbo-Croat in order to explain the precise meaning of certain words or phrases and, above all, to check whether the pupils had understood what had been taught. Such testing raised, moreover, a problem always difficult to solve in any direct method of teaching. How can the teacher be sure the pupils have really grasped what has been taught and not merely imagine they have understood? It may also be mentioned that the vocabularies in two languages given in the textbook were also a departure from the direct teaching method.

I paid particular attention to teaching pronunciation by using exercises to distinguish phrases of similar phonetical construction, while trying not to tire the pupils by too lengthy exercises but repeating them frequently and briefly. Two pronunciation exercises were included in the time-table each day for each group. Naturally continuous correction of the pupils' conversation was also part of training in pronunciation.

The written exercises presented the most difficult problem. The book of exercises included in the material comprising written exercises on each chapter of the textbook created great difficulties for many a pupil. That was particularly so for Course A. True, it may be said that written exercises are out of place when the purpose is to teach the spoken language, but such exercises are the only means of giving the pupils suitable homework. They are compelled thereby to revise the chapter in the textbook on which they worked during the day. The use of the book of exercises had, however, to be reduced to a minimum in Course A, whereas in Course B it fulfilled its function. It may also be pointed out that Serbo-Croat is written entirely phonetically, which increased the difficulties of pupils learning to write a language which is not always pronounced as it is spelt. Many pupils were unable to differentiate between the sound and the letter.

In Zagreb, there was a language laboratory with tape-recorders for pupils without, however, the system of separate recording of teacher and pupil, which limited its use. Moreover, the sound quality was not of the best so the laboratory was used only two or three times. In any case it is doubtful whether it is worthwhile in a course of only 60 hours to waste time on familiarising the pupils with the use of the laboratory.

Assessment

Certain examinations were not held for various reasons. Towards the end of both courses, attendance was reduced because of visits to the doctor and to various authorities. In those conditions there was no point in making the pupils take tests and I did no more than give marks based on my impressions.

Work done by Course B was on the average higher than that in Course A with the exception of pronunciation, which was of the same quality in both courses. With rare exceptions, the pupils' aptitude for learning a foreign language corresponded to the level of their general education.

Conclusion

Are there advantages in locating language teaching in the pupils' country of origin? I consider there are. Not only from the linguistic aspect but also from that of adaptation. The pupils are "unspotted". They have not yet been contaminated by errors of pronunciation or grammar. The teacher is in the happy position of being able to build up knowledge of the language from the start without the pupil being subject to extraneous harmful influences.

There are naturally disadvantages too. The pupils' lack of contacts with circles speaking the language taught means that they have only the classroom in which to learn it. The

rate of assimilation is consequently slower. The stimulus of the working environment and relationships in the new country is lacking. The opinion of many pupils on Swedish language teaching may be summarised as follows: "A language cannot be learned by taking lessons. It is learned automatically by living in the foreign country concerned". Much dissuasion was necessary to make them change that point of view.

The employer financing such training hopes naturally to see positive and rapid results. The participants must be capable as quickly as possible of finishing their vocational training and/or start work which, incidentally, can be a dilemma. The purpose of the two courses discussed above was to give the pupils as solid a grounding as possible. That grounding, which should enable the study of the language to be continued soon after, will probably give better results than if the beginners' course were too intensive. Obviously, by following that method the vocabulary still remains limited after the beginners' course, but it may be said that with a good grammatical and pronunciation basis, the pupils will more easily assimilate a new vocabulary once they arrive in the country of immigration.

Nils Lundahl

Uppsala, 19 July 1971

3.2 Courses held entirely in Sweden

3.2.1 Swedish language teaching for foreign staff employed in the Stockholm hospitals

Subject:	Swedish for immigrants of various nationalities
Number of groups:	17
Duration of each course:	120 hours
Number of participants:	298

At the request of the Stockholm Municipal Staff Training Office, a survey was made in 1966 to determine the extent to which foreign staff could express themselves in Swedish both on and off duty. A number of foreigners, chosen at random, were questioned and the data collated. After discussion, the Office decided on 4 September 1967 to arrange trial courses to give those employees grounding in Swedish and information on the way of life in Sweden.

The courses were of 120 hours of which 90 to 100 were devoted to teaching Swedish as such and about 20 hours to social information including study visits.

The adult education association "ABF" was made responsible for these courses and put its premises, its language laboratory and some teachers at their disposal.

Invitations to participate were sent to the institutions employing the largest number of foreigners. When the first courses started the time limits for enrolling were too short to enable the institutions to get in touch with the persons concerned. Subsequently, notices were sent to the participants two months in advance with convocations and sullabuses in Swedish, Finnish and English.

Participants

At the outset it was found that the participants' knowledge of Swedish was very varied. As about 80% of the foreign staff in Stockholm hospitals came from Finland, Finnish students predominated. Many of them had attended Swedish lessons in Finland from four to seven years and therefore had a good grammatical basis enabling them to understand Swedish easily. But in most cases they expressed themselves poorly through lack of practice. That was partly because they followed an occupation which did not require use of the language and, at the same time, they could converse in Finnish with their colleagues. But there was also a category among the participants who had no knowledge of Swedish and, because of their nationality (Greek, Moroccan, etc.), did not know our alphabet. Likewise, the length of the participants' stay in Sweden was also very varied, from a few months to several years. Most of those attending the courses were employed in subordinate jobs such as assistant nurses, charwomen, errand boys, etc. A few only were employed as laboratory staff. Even those who had a nurse's training in their country of origin could be employed, because of language difficulties, only as assistant nurses.

Nationality of participants

Finland	216 persons	South Africa	2 persons
Yugoslavia	14	Italy	2
Greece	10	Japan	2
Spain	7	Netherlands	2
Korea	6	Peru	2
Hungary	5	United Kingdom	2
Germany	4	Turkey	2
Denmark	4	Algéria	1
Poland	4	Austria	1
Czechoslovakia	4	Jordan	1
Cuba	3	Phillippines	1
Morocco	3		

298 persons

Organisation of the courses

Two groups were formed of about ten students each. The first included participants with a slight knowledge of the language whereas the second was made up of more advanced students. It was intended to form a third intermediate group but funds did not permit.

Teaching in the first group started by giving the students the rudiments of written and spoken everyday language. Then they were taught to express themselves comprehensibly, at least in short sentences. Teaching in the second group (of a higher standard) continued the teaching in the first, and aimed at improving the means of expression. A certain amount of time was also spent in refining spoken and written expression.

The first course lasting eight weeks was held in the mornings between 8 a.m. and noon, which was found to be relatively satisfactory. But some participants, because of their working hours, had to stay at the hospital late at night, to the detriment of their powers of assimilation the next day.

At the request of the personnel offices in various institutions, the second course took place in the afternoons because the work done by the foreigners made it easier to let them off then. Unfortunately, the participants were frequently delayed at their place of work so that they did not have time both to lunch and to come to the classes punctually.

Following those two trial courses, it was concluded that it would be desirable for the pupils to be completely free from their obligation to work during the period of the courses. From the autumn of 1968 and until 1 January 1971 the teaching was therefore full-time and the pupils were excused their professional duties one week out of two up to a total of four weeks. In that way, one replacement could do the work of two pupils attending courses. Two additional teachers were engaged to relieve the morning teacher from the afternoon course. 17 courses of 120 hours were held between the autumn of 1967 and the end of 1970.

Teaching method and materials

During that period teaching was based on the direct method, i.e. "Swedish by Swedes", the morning being mainly devoted to classwork, whereas revision in the language laboratory, together with written exercises, took place in the afternoon. In the advanced group particular attention was paid to spoken Swedish. Press cuttings on topical events or social affairs were used. The participants had to study the press articles and then describe them to the class in their own words.

In most of the advanced groups, there were always participants who intended to improve their vocational training. They therefore realised the importance of being able to write correctly and spent part of their leisure in practising. They were encouraged to do exercises in Swedish grammar which were corrected by the teacher. The courses were interspersed with examinations, adapted to the various levels, held between the various phases of the group instruction. Some of the tests had been prepared at the request of the Ministry of Education by a group of specialists.

In both groups in all courses, simultaneous use was made of general teaching material and of specialised language material for nursing staff (see Appendices 1 and 2) giving elementary words and expressions used in their working environment. The advanced group followed more detailed studies in that speciality including for example particulars of the daily routine, or else the pupils carried on imaginary conversations with their patients or colleagues. Filmstrips giving information on nursing were also used in that part of the training.

Information on social affairs and study visits

Details on social affairs were given partly by the usual teachers. But on some occasions specialists gave information on the Stockholm city administration, on various social bodies, e.g. the Social Affairs Committee, the Temperance Committee, the Committee for the Protection of Young Persons, etc., as well as details about the labour market. In some cases interpreters attended the courses. At the end of each, information on the opportunities for vocational training in the health services was also given. Study visits were organised, depending on the participants' needs, to the Immigration Office, the Trade Unions Headquarters, the Post Office, the General Insurance Fund, the Courts, etc.

Conclusion

When the courses commenced it was difficult to find the desired number of pupils. The employers, for their part, did not fail to point out that, for want of replacements, the staff was in fact indispensable during working hours. Those who did attend the courses were, for the most part, quite satisfied. "Spectacular" achievements by the pupils were anticipated at the outset, but, considering the number of hours of instruction, the results obtained were what might have reasonably been expected.

The positive aspects noted after the courses were as follows: Pupils with a very poor knowledge of the language gained self-confidence in their relations with others as the course progressed. Likewise, the more advanced students were able to express themselves more fluently.

The participants found the teaching of Swedish of the greatest help. They fully realised that they could not learn a new language after a hundred hours of lessons, but they could acquire some sound ideas and, in many cases, they received an incentive to continue their studies.

Mrs. Alva Wickenberg

Stockholm, 19 April 1971

3.2.2. Atlas Copco and the teaching of Swedish

Subject:	Swedish for immigrants of various nationalities
Number of groups:	8
Duration of each course:	200 hours (60 in working hours and 140 in free time)
Number of students:	86
Place:	Nacka (near Stockholm)

The following is an account of the organisation and results of Swedish courses held for the staff of the firm Atlas Copco in the spring of 1971. These courses, 8 in number, were held at the firm's headquarters in Nacka, near Stockholm, and were attended by 86 immigrants.

They were organised under an agreement between SAF (the Swedish Employers' Confederation) and LO (the Swedish Trades Union Congress) (see Chapter 4, pages 26 and 27).

All recognised adult education associations were approached with a view to organisation of the courses. After consideration of their replies the work was given to ABF (the worker's Education Association) and KV (Stockholm University extension courses).

Selection of pupils

Atlas Copco estimated the number of employees requiring more thorough education in Swedish at 250. So as to ascertain who would profit from the courses and to be able to form homogeneous groups of students, the firm and the education associations set candidates a test. As most of the foreign staff at Atlas Copco were Finnish or Italian speaking, the questions were translated into those languages. The questions aimed at eliciting the candidates' opinions of their knowledge of Swedish. The test was sent to 425 persons: 235 replied, and 156 wished to start Swedish courses immediately. At a meeting between the teachers and representatives of Atlas Copco 120 employees were short-listed and divided into groups on the basis of the test. Those chosen were invited to attend an information meeting, to which 95 came. As a result of conversations with them, 86 persons were finally selected for the first course.

Composition of the study groups

The composition of the study groups was based on the test, the conversations and the opinions of the firm's personnel officers. It gave excellent results in the case of the beginners and relatively satisfactory results for the more advanced students (it is of course easier to ascertain that a student does not know a language than to determine the exact extent of his knowledge).

Transfers had to be made in 21 cases.

The groups were relatively homogeneous in their initial knowledge of the language but heterogeneous as regards the students' mother tongues.

Eight groups were formed, four for beginners and four for pupils with some slight knowledge of Swedish. KV took two groups of beginners and two more advanced groups (these four groups are referred to below as Group A), and so did ABF (these four groups are referred to below as Group B).

Participants

76 men and 10 women, i.e. a total of 86, took part, 43 in Group A and the same number in Group B. The average age of students in both groups was 30. Those in both groups had had an average of 7 years' schooling in their native countries.

The predominant nationality was Finnish (65%), followed by Italian (30%) and Yugoslav (some 5%). With a few exceptions the students did not know any foreign languages.

Organisation of the courses

Both groups received 200 hours of Swedish teaching, 60 hours during working time and 140 hours during free time.

Group A started with four hours of tuition every other morning in working time or until the total of 60 hours was reached; the course then continued in free time.

The tuition given to Group B in working time was divided up as follows: twenty hours at the beginning of the course, twenty hours in the middle and twenty hours at the end, the course totalling 200 hours.

Each group also had tuition every other Saturday morning.

The members of groups receiving tuition in the evening were provided by Atlas Copco with a snack of sandwiches and beer.

The tuition was given on the firm's premises and in a classroom of a neighbouring school.

Tuition for both groups was suspended during the July paid holidays and resumed subsequently.

Teachers

The teachers all had wide experience of teaching immigrants. They held regular meetings which were also attended by the foreman among the students, and this did much to smooth out difficulties concerning work and study conditions for the students (for example, the kind of work and co-ordination of shift and study hours).

Teaching methods and material

The beginners' groups used "Svenska för er" I with its component audio-visual aids. The advanced students used the customary immigrants' material ("Svenska för er" II, extracts from literature, anthologies and manuals of grammar exercises).

The tuition included social guidance, but no technical terms were taught.

As the groups were able to use a language laboratory during tuition in working hours, material was devised specially for the purpose (exercises in understanding, pronunciation and grammar). Special attention was paid to students' pronunciation. In the advanced groups efforts were made to eliminate mistakes.

A modified form of the direct method was used in the courses.

Evaluation of results

Tests to assess progress were carried out in Group A during the course. In the case of the beginners this was easy, as they had started from scratch. At the end of the course, students knew the basic vocabulary (that of "Svenska för er" I and half that of "Svenska för er" II) and the use of the basic grammatical structures (in accordance with the Ministry of Education's curriculum for adult immigrants). Tests given to the advanced pupils at the beginning of the course showed that they made many errors in grammatical constructions, which therefore had to be revised. On the other hand, these students proved to have a fairly large vocabulary. A similar test at the end of the course showed that the ignorance of grammatical structures had been made good. The students' vocabulary had also increased, but it was difficult to determine precisely by how much. At the beginning of the course ability to write was distinctly inadequate. Short intensive exercises were therefore given at every opportunity, and this did not fail to lead to a clear improvement in results.

Two sub-groups in Group A (15 persons in all) continued to study Swedish after the end of the 200-hour course. They attended two sessions of three hours a week given as part of 24-hour courses. This additional tuition was organised by agreement between teachers and students. The students showed special interest in conversation and writing exercises.

Conclusion

The 200-hour courses began in February and ended in September. Including the suspension during the paid holidays, they extended over seven months. Many of the students found this much too long. It would therefore have been preferable to concentrate the studies on a shorter period of time.

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The results of the tests showed that the participants made good progress. It seems probable, that more of them would have been prepared to continue their studies if the 200-hour course could have been compressed into a shorter lapse of time.

Solna, October 1971

Mrs. Margareta Wibring

Table 1

Swedish for immigrants 9 February - 19 October 1971 200 hours (including 60 hours during working time and 140 hours during free time)

KV (Kursverksamheten vid Stockholms Universitet = Stockholm University extension courses)

ABF (Arbetarnas bildningsförbund = Workers' Education Association)

	KV	ABF	Total	
Number of students who started the course	43	43	86	
Number of students who completed the course	15	8	23	= 26.7%
Number of students who abandoned the course:				
because they left their jobs	11	10	21	= 24.4%
for some other reason	17	25	42	= 48.8%

Number of students attending each 20 hour stage

1st stage	43	43	86	=	100.0%
2nd stage	43	39	82	=	96.5%
3rd stage	43	35	78	=	90.7%
4th stage	41	27	68	=	79.1%
5th stage	37	25	62	=	72.1%
6th stage	35	23	58	=	67.4%
7th stage	29	15	44	=	51.2%
8th stage	23	11	34	=	39.5%
9th stage	15	8	23	=	26.7%
10th stage	15	8	23	=	26.7%

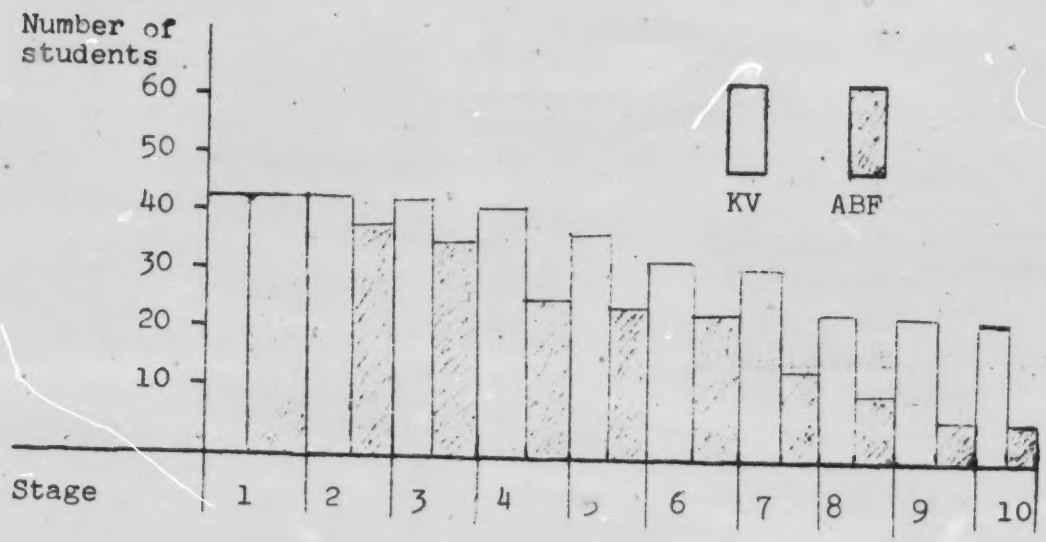

Table 2

Swedish for immigrants

Survey among foremen

(54 replies)

	Replies in %		
	Yes, substantial	Slight	None
Question 1 Has there been an improvement in reports in Swedish?	25.9	72.2	1.9
	Yes	No reply	No
Question 2 Is a more thorough knowledge of Swedish necessary for the work performed?	64.9	14.8	20.3
	Yes	Possibly	No
Question 3 Is further knowledge necessary in order to undergo vocational training for higher posts?	76.0	14.8	9.2

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Table 3

Swedish for immigrants

Survey among students (41 replies)

	Replies in %			
	Yes, much better	Yes, a little better	Don't know	No
1. After attending the Swedish course do you consider that you				
understand the spoken language better?	24.3	68.5	2.4	4.8
speak Swedish better?	21.9	61.6	7.3	9.2
read Swedish better?	17.0	66.1	4.8	12.1
write Swedish better?	7.3	34.2	19.5	39.0
2. Is the knowledge gained useful to you for				
listening to the radio or watching television?	36.5	48.9	-	14.6
conversing at your place of work?	19.5	63.5	-	17.0
conversing during free time?	19.5	43.9	-	36.6
reading newspapers, books?	17.0	56.2	-	26.8
writing Swedish	7.3	34.1	-	58.6
3. Do you consider that further knowledge of Swedish would be useful to you for				
understanding better?	75.8	12.1	7.3	4.8
speaking better?	75.8	12.1	7.3	4.8
reading better?	73.3	7.3	9.7	9.7
writing better?	73.1	7.5	7.3	12.1

3.3 Results of various other courses held entirely in Sweden

The courses described in Chapters 3.1 and 3.2 were to have been supplemented, under the original programme, by a study comprising 64 control courses. For that purpose co-operation was arranged between the Institute of Sociology of the University of Lund and an adult education association. It was agreed that half the courses would be administered by Lund University and that the data on the courses as a whole would be processed and included in a sociological study for the official State survey of immigration. The five following points were to be examined in particular.

(1) Homogeneous groups with the same mother tongue, compared with heterogeneous groups.

(2) Groups whose members had been educated for less than nine years compared with groups whose participants had had a longer education.

(3) Immigrants who had lived in Sweden for a maximum of two years compared with those who had lived there longer.

(4) Intensive courses of 16 to 20 weeks with 20 to 30 hours of lessons (total 600 hours) compared with semi-intensive teaching for the same period but with 8 to 12 hours per week (total about 300 hours).

(5) Courses with language laboratory as compared with those without laboratory.

Tests prepared by the National Board of Education were designed to assess the results of the courses.

Due to certain regrettable circumstances, the survey could not be made according to plan. It was found difficult to form homogeneous groups of all the types required. Points 2 and 3 above were particularly difficult to achieve. Furthermore, provisions governing State subsidies were amended on 1 July 1970 so that the number of hours of a course was limited to 240. Consequently, some courses which began before that date were more substantial than subsequent ones.

Despite these hindrances, numerous courses were held. But it is difficult to reach conclusions as to the results obtained as the membership of the groups was not comparable.

Courses were held in various towns with a high immigrant density: Stockholm, Gothenburg, Västerås, Eskilstuna, Boras and Södertälje. A study was also made of the results of two groups of Polish refugees at the reception camps in the south of Sweden. 817 persons attended those courses, directed by four adult education associations. Most of the study groups were heterogeneous as regard the mother tongue. The members of the homogeneous groups spoke Finnish or Polish. Lessons in these courses used the same teaching material and the pupils' progress was measured according to the tests of the National Board of Education. 14 out of 21 existing tests were used.

Teaching material

The basic material used was "Svenska för er", issued by the publications service of the Swedish Broadcasting Corporation. "Svenska för er" was first published in 1965. The material was televised and broadcast for the first time in 1967-68. It is in two parts: the beginners' course (about 200 hours intensive teaching) and a supplementary course (about 250 hours). As will be seen in Appendix I, "Svenska för er" is divided into:

Printed material

- Textbook and book of exercises in Swedish, with vocabularies in twelve foreign languages;
- Supplementary textbook for hospital staff;
- Five books for teachers.

Audio-visual material

- 2 films of 16 mm (corresponding to 2 television programmes);
- 86 tapes (equivalent to 20-minute radio programmes);
- 15 tapes (recording of extracts from the textbooks);
- Slides illustrating the Swedish phonetic system and the basic grammatical constructions;
- Material for flannelgraphs (texts and pictures).

"Svenska för er" is based on the following principles:

- When a group of pupils includes persons speaking different languages with varying levels of education (frequently relatively low) the basic material must be in Swedish and progress slowly. It must be supplemented by bilingual vocabularies for the pupils and by considerable audio-visual material providing a stimulating instruction with an appeal to the eye.
- Progress of the teaching; listen, speak, read, write.
- Restricted vocabulary during the initial teaching of pronunciation and grammatical constructions.
- Importance of colloquial language in particular situations (in a shop or employment agency, at the doctor's, at the restaurant, on the telephone, etc.).
- The texts must explain and portray social conditions in Sweden.

The courses described in Chapters 3.1, 3.2 and 3.3 used the "Svenska för er" material; frequently only the first part (beginners' course) was used, either entirely or partially. It was not possible to use the complete audio-visual material in all the courses.

Tests

In the context of a seminar arranged by the National Board of Education on teaching Swedish to foreigners a certain number of tests have been prepared in the last few years. Until July 1970 the seminar was chaired by Professor Karl-Hampus Dahlstedt of the University of Umeå.

It was attended by experienced teachers from the various adult education associations. The tests in the series were prepared by members of the seminar in co-operation with the appropriate department of the National Board of Education. They are designed for the assessment of ability to pronounce/perceive, oral and written comprehension, oral and written expression, dictation and knowledge of grammar.

Some tests cover various levels of study:

Level 1: 125 - 150 teaching hours
Level 2: 250 - 300 " "
Level 3: 400 - 450 " "
Level 4: 550 - 600 " "

In all 20 tests were prepared, their scope being shown in the following table:

No.	Test	Level 1	2	3	4
1.	Pronunciation/perception				
2. a	Oral comprehension	x	x	x	x
2. b	Oral test				
4.	Written comprehension	x	x	x	x
5.	Dictation	x	x	x	x
6. a	Written expression (series of pictures)				
6. b	Written expression (text)	x	x	x	-
7.	Grammar	x	x	-	-

All these tests, with instructions for the teachers and forms for the pupils, are given in Appendix 3.

In addition, there is also a test consisting of questions and a series of pictures for assessing facility in oral expression.

The following table shows the tests used for the control courses and the number of pupils taking them:

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No.	Test	Number of pupils in each level 1	2	3	4
2. a	Oral comprehension	60	(33)		
4.	Written comprehension	[132]	(48)		25
5.	Dictation	~~73~~ 36	(67)		23
6. b	Written expression (text)	[69]	(62)		
7.	Grammar	[125]	(62)		

[ ] This number includes those attending the courses described in Chapter 3.2.1

( ) This number includes pupils from refugee camps.

____ Participants from the groups of three upper primary boarding schools.

Statistics on the results have been prepared. The survey shows that among other things:

- Because the 817 pupils were divided into unequal groups, certain tests were applied only to 23 - 25 persons. It is very difficult to draw conclusions from so small a number of pupils. Such results can hardly be considered representative.

- When the results of the homogeneous and the hetrogeneous groups were compared, it was found that, on the whole, they made the same number and the same type of mistakes.

- The results of those attending the course described in Chapter 3.2.1, as well as those of pupils from refugee camps, were better than the results from other groups taught for the same amount of time.

Conclusion

The following factors were common to all groups:

- The same teaching material was used.

- The same tests were applied.

- The majority of participants had six hours' instruction a day.

More precise information was not available for all pupils and teachers. Members of some groups were more inclined to intellectual work (particularly those from the refugee camps) or already had an elementary knowledge of Swedish (see Chapter 3.2.1) which might explain their better results. In many cases a vocational training grant was paid to pupils during their studies, which may have considerably reduced the number of defections. It was not always possible to check the teachers' qualifications. Certain weaknesses and lack of experience may, however, have contributed to the fact that the results of some groups, after 400 - 420 hours' teaching, were lower than those of some groups with no more than 120 - 150 hours' instruction. That applies to the tests in grammar (level 1) and dictation (level 2). Examination of the pupils' corrected copies revealed that some teachers did not have the requisite qualifications. The number of hours' teaching was not, therefore, a determining factor in the results obtained, except for a vocabulary test in the written comprehension examination where groups with longer training obtained better results.

Some subjective considerations (extracts from the oral examination of a 43 year-old Finnish woman who speaks Swedish but sometimes makes grammatical mistakes):

Teacher: When you started the course you knew practically no Swedish. Now you understand and speak it well. How important is that for you?

Pupil: It is very important when one lives in a foreign country. Many difficulties arise when one is alone without being able to make oneself understood.

Teacher: What can you do now that you could not do before?

Pupil: For example, I can read. I can talk with Swedish people, I can make friends. Knowing the language I feel less isolated. Before I felt very tense and nervous in a purely Swedish environment, being afraid I would not understand what was said and would be unable to reply. But now all that has changed.

Recommendations

- A teacher's qualifications should be the determining factor when he is employed.
- It is very important to create in the pupil an active attitude towards the studies (see pages 11 and 12).
- If possible, it is better to start the course in the country of origin and continue it in the country of immigration.

- Groups should be small - about ten pupils.

- Allowances paid to the pupils, in various forms, during the period of study encourage them and reduce the number of defections.

- Courses should last at least 200 hours (see pages 9, 18).

4. Agreement between SAF (Svenska Arbetsgivareföreningen = Swedish Employers' Confederation) and LO (Landsorganisationen = General Confederation of Labour)

In view of the heavy immigration in the later 1960s, representatives of the SAF and the LO formed a working group on immigration questions in May 1970. The group first tried to find a solution to two problems:

- Informing immigrants by giving them practical details about their place of work.

- Teaching Swedish.

On 20 November 1970 the Working Group presented a draft agreement for settling those problems, which the SAF and LO approved on 30 November. The gist of the agreement as regards teaching Swedish was as follows:

As an introduction, the SAF and LO emphasise the importance for immigrants of learning to understand and speak Swedish. Good communications at work are a primordial condition for avoiding misunderstandings which may lead to futile disputes. Knowledge of Swedish enables the immigrant to adapt to his new environment and to develop good relations with his Swedish colleagues. The agreement goes on to stress that each immigrant, i.e. a foreigner living for a relatively long time in the country, should for that reason learn to understand and speak Swedish according to his ability.

In paragraph 1 of the agreement, the Parties undertake to request the appropriate ministries that the responsibility for organising Swedish courses for immigrants shall lie with the municipalities and that the State shall allocate the necessary funds for compensating, in the form of bonuses, participants who attend the majority of the lessons of a course and obtain an acceptable result.

Paragraph 3 recommends that each of the Parties seek without delay to secure agreement on applying the following measures concerning the teaching of Swedish to migrant workers.

The participation of the undertakings does not extend to Norwegian or Danish immigrants, to those who have already attended courses or to those working temporarily in Sweden. Special circumstances inherent in the activity of certain branches of industry may allow for modifications or additions. Consideration should also be given to the difficulty for some small firms of implementing the recommendations, especially as regards immigrants already employed.

(1) Firms must ensure that employed immigrants who have little or no Swedish can attend Swedish classes, provided that they can be arranged on the spot. The employer is required to inform the municipal authorities of the immigrants' presence, and to recommend them to attend the language courses.

(2) A language course must comprise 200 hours of teaching and be divided into several stages. The first must comprise at least 60 hours of lessons and may be held either in or out of working hours. Nevertheless, for newly recruited immigrants the first twenty hours of classwork should be held during working hours, if that is possible without upsetting the firm's activity. Moreover, those first 20 hours' teaching should be concentrated within a period not exceeding three weeks.

(3) The employer will pay the pupils an allowance for the first 60 lessons equal to the amount of wages for the same time as that spent on attending classes. In general, the employer is not required to pay wages for the time spent attending lessons after the first 60 hours and this part of the course should be outside working hours. In that case, it should be borne in mind that free time may be at varying hours depending on the firm's activity.

Note 1: Study bonuses paid by the State should encourage pupils to attend further training courses.

Note 2: Where an employer pays an allowance in one form or another, for attendance at a course after the first 60 hours, he is entitled to recuperate a sum equal to that allotted for the purpose from the State bonus which the pupil could normally claim.

(4) If a firm already allocates more hours for training than those in the recommendation, it cannot invoke the recommendation in order to reduce the number of hours of teaching Swedish.

5. SIV (National Immigration Board) and teaching Swedish

5.1 Policy for teaching Swedish

"It is increasingly evident that immigrants' lack of knowledge of Swedish is an obstacle to establishing normal relations with their Swedish neighbours. The National Immigration Board accordingly intends to propose that a law be passed requiring employers to give at least 250 hours' teaching to their immigrant staff during working hours. Similar provisions should be made for the adult members of the family in the home and should be applied under the authorities' responsibility."

The preceding paragraph is taken from a report in support of long-term budgetary proposals put forward by the National Immigration Board and presenting a policy for teaching Swedish to all immigrants except Swedish-speaking Finns, Norwegians and Danes. This plan also applies to members of immigrants' families remaining at home.

The report goes on to say that after a certain time in the country the immigrant must be in a similar position to his Swedish colleague so that he can freely choose whether he wishes to stay on or not. We do not consider the immigrant as a "Gastarbeiter". But his choice cannot be free if he is not given effective help in overcoming the difficulties due to lack of knowledge of the language.

Compulsory teaching of Swedish to immigrants does not, however, imply a threat to their native culture and language. On the contrary, the teaching of Swedish should be supplemented by active support from the authorities of the immigrants' desire to preserve their own language and culture. Many of them return later to their country of origin and their children should, therefore, not be put at a disadvantage by their stay in Sweden.

Ignorance of Swedish is a handicap for the immigrant himself and for the Swedes around him; it impairs good relations at work and leads to the non-application of safety rules and, sometimes, to lower wages. Swedish workers have not failed to point out that state of affairs when leaving their place of work.

Insufficient teaching of Swedish means that the immigrant is relegated to the lowest, worst-paid rung of the social ladder and excluded from normal social relationships. All that can lead to discrimination and segregation as well as to a social and economic handicap which the next generation will inherit.

The great majority of immigrants to Sweden is not capable of solving for itself the problem of assimilating the language, even if the conditions for so doing exist in theory. In fact, the practical possibilities do not exist, because:

- In most cases the immigrant does not know how to approach the teaching bodies; moreover, he usually lacks the habit of, and does not realise the need for, study.

- He cannot systematically assimilate Swedish while making the sustained effort already demanded by a new working environment. He cannot afford to sacrifice working hours for that purpose.

Consequently, the National Immigration Board finds that there is only one conclusion: the immigrant worker must have lessons in Swedish during his ordinary working hours, so that his income will not suffer.

As some immigrants stay for a relatively short time in the country while others settle permanently, the National Immigration Board envisages two projects: an elementary short-term course and a more thorough long-term course.

There should be at least 250 hours' lessons in the elementary teaching of Swedish. Since the pupils have different levels of education and predispositions, they cannot all reach the same result. Elementary teaching should enable them to acquire sufficient knowledge to give them a certain ease of expression in colloquial language so that they themselves are able to settle simple situations at work, during leisure time, and with the authorities. Basic instruction should be preceded by an introduction, through an interpreter, to social conditions in Sweden.

These 250 hours' teaching can, however, give only a limited knowledge of the language, insufficient for the immigrant to be at home in Swedish circles. He must therefore be provided with the opportunity of pursuing more thorough studies at various levels. The National Immigration Board has not as yet made any proposals in that respect.

It is just as important that adult immigrants remaining at home, in practice the wives, have a real opportunity of learning Swedish. Their isolation is obvious and they should be provided with facilities for studying the language during the day. The lessons should normally be the same and have the same purpose as the training courses organised by the National Manpower Board. A study grant should therefore be paid to pupils in this category. Such classes can only be arranged, however, if the problem of looking after the children is solved.

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Illiterates constitute a separate problem. It must be made possible for this category to follow courses specially conceived and organised for them. That raises the questions of how to detect the illiterate and how to provide them with an income during their training.

It is expected that the report by the Parliamentary Committee responsible for studying immigration questions will soon provide clarification on this matter, which will enable the National Immigration Board to take up the question again.

The National Immigration Board finds that the teaching of Swedish should constitute a section of the reception services at the place of work. Moreover, it considers that teaching during working hours is the only way to achieve the desired objective and advocates that employers should be made responsible for this. There is no other way of reaching all the foreign manpower.

The passage of a law prescribing the teaching of Swedish and linking it with work is of great importance in the harmonious development of professional life and of relations with the environment, both for the undertaking and for the community.

Teaching must also reach groups of immigrants already on the spot whose knowledge of Swedish is inadequate. For that category, the National Immigration Board proposes, in order to attain the same results achieved by 250 hours' teaching, that arrangements be made for instruction equivalent to that given to the new arrivals. A phased plan, spread over a few years, might be the solution in this case.

The State should be responsible for financing the actual teaching. As for the time the immigrants devote to their studies, various solutions have been put forward by the National Immigration Board. However, that body strongly supports the proposal that employers should bear the cost.

That solution would be in keeping with social, immigration and economic policies.

If the employer bears the cost of the time devoted to teaching Swedish as part of the expense in hiring such labour, initial costs are increased. However, over a longer period they will be recuperated in the form of advantages for the undertaking: for example a more settled staff and, consequently, reduced recruitment costs, less risk of accidents and more regular production.

Other solutions might also be envisaged for financing the teaching of Swedish, for example by contributions from employers - which would require setting up an authority and a fund - or by the State bearing the expense.

The National Immigration Board considers that the time has now come to incorporate immigrants' education into the national education system under the auspices and responsibility of the Ministry of Education and of the regional school authorities. That means that the municipalities would be responsible for purveying the education. The State would be responsible for finance and for the curriculum as well as for recruiting and training teachers of Swedish as a foreign language. That implies a considerable increase in resources for teacher training compared with those available at present.

The functions of the adult education bodies which, so far, have taught Swedish voluntarily and free of charge, would remain, despite the application of those new measures, very important, particularly as regards further training courses for immigrants and their gradual adaptation to the community.

When the immigrants had acquired an elementary knowledge of Swedish, many of them would be potential participants in the various study circles of such bodies. In general, the immigrant is interested in how Swedish society operates and it is only his inability to communicate that prevents him from satisfying that curiosity.

5.2 Survey by SIV (National Immigration Board) concerning the teaching of Swedish to foreigners employed in 67 undertakings

During the spring of 1971, the National Immigration Board (SIV) made a survey of the teaching of Swedish to employees in a large number of Swedish firms. The survey covered 20 small and medium-sized firms in the Stockholm and Uppsala counties and 47 major undertakings throughout the country employing considerable manpower.

A. In the small and medium-sized firms, the survey was made in the form of personal visits and interviews based on the following 12 model questions. The right hand column of the table below gives the firms' replies to the questions.

		Number of firms	
		Reply	
		Yes	No
1.	Is Swedish taught to immigrants in your firm?	3	17
2.	Are the immigrants encouraged to take Swedish lessons?	10	10
3.	Have the trade unions co-operated in that respect?	8	12
4.	Are you in touch with the adult education associations?	4	16
5.	Are you in touch with the municipal adult education authority?	2	18
6.	Would you be prepared to pay the immigrants' wages when attending Swedish lessons during working hours?	10	10
7.	Do you consider the costs involved in such instruction too high, bearing in mind that knowledge of the language facilitates immigrants' contact with management and work-mates and probably ensures greater continuity of manpower in firms?	9	11
8.	Is the turnover of immigrants in the firm higher than that of Swedish workers?	18	2
9.	Is the problem so important that it must be solved even if it is relatively costly to do so?	15	5
10.	Do you consider that employers should contribute financially towards the teaching of Swedish?	6	14
11.	Do you consider that the responsibility for teaching Swedish should lie with the adult education associations?	0	20
12.	What is your opinion of foreign manpower, do you prefer to take on Swedish workers rather than immigrants?	8	12

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B. Questionnaires were sent to 61 undertakings, and 47 firms employing between 99 and 19,000 staff replied. Those firms together employ 122,759 persons of whom 26,189 are immigrants, i.e. 11.7% of the total number of foreigners on the Swedish labour market.

Summary of the following tables

In the undertakings, Swedish was taught to a greater or lesser number of immigrants divided into three categories.

	participation					%
	full	substantial	average	low	nil	
1. Employees	1	1		2	43	8.5
2. Workers	5	15	7	9	11	76.6
3. Non-employed members of family	2	2	2	16	25	46.8

Teaching arrangements

	compulsory	voluntary
during working hours	14 (30.0%)	6 (12.8%)
out of working hours	11 (23.4%)	40 (85.1%)

Number of hours

	< 20	20-40	41-60	> 60
work - compulsory		9	3	2
work - voluntary	2		2	1
leisure - compulsory		6	3	2
leisure - voluntary	13	8	9	13

Participation allowance

The undertakings paid full wages when teaching was compulsory. For voluntary participation an allowance was paid which varied from 100 to 300 Kroner for 80% attendance and examination passed at the end of the course. The same measures applied to members of the family following the courses, but the allowance was usually lower. However, some undertakings paid no incentive allowance.

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TABLE 1

70 UNDERTAKINGS APPROACHED

No.	Name of firm	Location	Industry									Number of employees	
			Foods	Rubber	Chemicals	Hotels-restaurants	Engineering	Mining	Steel	Textiles	Glass	Total	Immigrants
1	AB Svenska Aluminium-kompaniet	Avesta					x					99	24
2	Hammarplast AB	Skara			x							197	34
3	Hammerplast AB	Tingsryd			x							250	40
4	Nordchoklad AB	Kalmar	x									350	14
5	Kosta Glasbruk	Kosta									x	360	41
6	Celluloidindustri AB	Gislaved			x							364	80
7	PLM	Limmared									x	402	92
8	Grand Hotel	Stockholm				x						415	193
9	Orrefors Glasbruk	Orrefors									x	445	35
10	Kvarn AB Tre Kronor	Stockholm	x									489	172
11	Domkraft AB Nike	Eskilstuna					x					550	240
12	AB Sunlight	Nyköping			x							661	60
13	AB Svenska Aluminium-kompaniet	Sundsvall					x					778	91
14	Boliden AB	Hälsing-borg			x							870	66
15	Svenska Rayon AB	Vålberg								x		1,150	183
16	Gränges Stål	Gränges-berg						x				1,237	234
17	Firestone AB	Viskafors		x								1,261	539
18	Höganäs AB	Höganäs			x							1,442	156
19	Goodyear AB	Norr-köping		x								1,444	523
20	Stora Kopparbergs AB Skutakärsverken	Skutskär			x							1,516	313
21	Surahammars Bruk AB	Sura-hammar							x			1,568	399
22	AB Tretorn	Hälsing-borg		x								1,620	360
23	Marabou AB	Sundby-berg	x									1,650	665
24	Gummifabriken AB	Gislaved		x								1,759	541

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No.	Name of firm	Location	Industry									Number of employees	
			Foods	Rubber	Chemicals	Hotels-restaurants	Engineering	Mining	Steel	Textiles	Glass	Total	Immigrants
25	IFO-verken	Bromölla			x							1,857	224
26	Atlas Copco	Nacka					x					1,865	525
27	Perstorps AB	Perstorp			x							1,933	193
28	Astra	Södertälje			x							2,000	170
29	AB Gustavsberg	Gustavsberg			x							2,159	710
30	Uddeholms AB, Skoghallsverken	Skoghall								x		2,285	145
31	Boliden AB	Boliden						x				2,892	127
32	Husqvarna Vapenfabriks AB	Huskvarna					x					2,900	279
33	SAAB-Scania AB, incl Luleå	Södertälje					x					3,212	1,522
34	AB Bolinder Munktell	Eskilstuna					x					3,410	1,059
35	AB Volvo Skövdeverken	Skövde					x					3,812	1,299
36	SKF Stål Hofors Bruk	Hofors							x			3,849	574
37	Fagersta Bruks AB	Fagersta							x			3,938	927
38	LKAB	Kiruna						x				4,095	228
39	Eriksbergs Mek. Verkstads AB	Göteborg					x					4,232	823
40	Trelleborgs Gummifabriks AB	Trelleborg		x								4,463	1,534
41	Domnarvets Jernverk	Borlänge							x			4,668	686
42	Kockums Mek. Verkstads AB	Malmö					x					4,916	1,344
43	AB Volvo, Olofströmsverken	Olofström					x					4,954	1,557
44	AB Svenska Kullagerfabriken	Göteborg					x					6,365	2,038
45	AB Bofors	Bofors							x			9,500	1,200
46	Konsumtions-föreningen Sthlm	Stockholm										12,000	750
47	Telefon AB L M Ericsson	Stockholm					x					19,392	3,864

TABLE 2

ORGANISATION OF COURSES: Categories of staff

Questions: 1. To which categories is teaching given?

2. To what extent do the various categories attend the classes?

A = employees B = workers
C = non-employed members of family

Firm No.	Participation				
	Full	Substantial	Average	Low	Nil
1		B C			A
2	B C				A
3	B				A C
4					A B C
5					A B C
6				B C	A
7		B		C	A
8					A B C
9					A B C
10					A B C
11					A B C
12		B			A C
13		B		C	A
14		B		C	A
15				B C	A
16				B	A C
17	A		B	C	
18		B		C	A
19		B	C		A
20			B	C	A
21			B	C	A
22				B	A C
23			B		A C
24		B	C		A

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Firm No.	Participation				
	Full	Substantial	Average	Low	Nil
25			B	C	A
26		B			
27					A B C
28					A B C
29				B C	A
30	B C				A
31		A B C			
32				B	A C
33				B	A C
34		B		C	A
35			B	C	A
36		B			A C
37					A B C
38					A B C
39		B		C	A
40	B				A C
41			B	A C	
42		B		A C	
43		B		C	A
44				B	A C
45				B	A C
46					A B C
47	B				

TABLE 3

ORGANISATION OF COURSES: number of hours and participation allowance

Questions:

1. For how many hours is Swedish taught during the course?
2. How are they divided between working and leisure time?
3. Are the lessons entirely or partially compulsory?
4. On what basis is the education allowance calculated during working hours?
5. Is there an hourly allowance for attending classes in leisure time?
6. Is there a bonus at the end of the course based on passing an examination?
7. Is there a bonus at the end of the course irrespective of the knowledge acquired?

S Kr. = Swedish Kronor h = hours w = week(s)

number of hours

Firm no.	compulsory		optional		details of allowance for learning Swedish	
	work	leisure	work	leisure	work	leisure
1			50	50	Full wages	10 S Kr/h 3 S Kr/h for members of families
2			6	18	Hourly rate	No allowance
3			6	2 h/w		No allowance
4	-	-	-	-		
5	-	-	-	-		
6				6 h/w		
7				60		400 S Kr bonus after final exam and 80% attendance
8	-	-	-	-		
9	-	-	-	-		
10	-	-	-	-		
11	-	-	-	-		
12				60		Basic wage 8.28 S Kr/h
13				100		5 S Kr/h during course 5 S Kr/h after course
14	20	20			Full wages	

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Firm no.	compulsory		optional		details of allowance for learning Swedish	
	number of hours					
	work	leisure	work	leisure	work	leisure
15	20	20		approx 30	Full wages	
16				varies according to needs		100 S Kr bonus for every 10 hours on passing exam
17		36				200 S Kr starting bonus (deduction for absence) + 200 S Kr bonus for families with young children. End of course exam
18				20		150 cs bonus per 20h course
19				120	From 1.2.71 lessons will be given during working hours. Basic wage 8.46 S Kr/h	Bonus of 300 S Kr 80% attendance
20	160			30	8 S Kr/h	5 S Kr/h
21				40 60 60		200 S Kr bonus 300 S Kr bonus 300 S Kr bonus
22		60		60	Allowance of 300 S Kr for all after the course	
23			10	10		
24		60		120 or more		
25				40+		7.22 S Kr for the first 40 hours 3.61 S Kr for subsequent hours
26	60	140			Full basic wages	No allowance
27	40	80		Yes	Full wages	300 S Kr bonus. Additional 10 S Kr per lesson attended during leisure. 80% attendance.
28	-	-	-	-		
29	60		2 x 40	3 x 40	8.90 S Kr/h	8.90 S Kr/h

Firm no.	number of hours: compulsory		optional		details of allowance for learning Swedish	
	work	leisure	work	leisure	work	leisure
30				40		12 S Kr per lesson
31				120		Bonus after passing exam
32	25	25			Hourly rate	Bonus
33	180			40	9.54 S Kr/h during 2 w. 11.09 S Kr/h during 4 w.	
34	40			60	9.05 S Kr/h	3 S Kr/h + bonus of 300 S Kr on passing exam. 80% attendance
35		40		60	3 S Kr/h + 225 S Kr bonus. 80% attendance. Exam to be passed	3 S Kr/h + 300 S Kr bonus
				100		300 S Kr bonus on passing exam. 80% attendance
36	40	40			9.43 S Kr/h	9.43 S Kr/h
37				min 20		5 S Kr/h, max 500 S Kr
38	-	-	-	-		
39	30	30		20 - 40	11 S Kr/h	
40	20	60		unlimited	Full wages	300 S Kr bonus for compulsory course. Bonus of 50 S Kr for 20 h optional course
41			144 of which some during work		Full wages for working hours	Minimum hourly wage. 75 S Kr bonus for members of family attending each 24 h course. Attendance 75%
42	50			240 =(6 x 40 h)	Full wages	500 S Kr bonus for each course of 40 h. Attendance 80%. Written exam to be passed
42			60	140x	10 S Kr/h	x For new arrivals: the first 40 h at 3 S Kr/h + bonus of 225 S Kr, 300 S Kr bonus for the next 100 h after passing exam. 80% attendance

number of hours

Firm no.	compulsory		optional		details of allowance for learning Swedish	
	work	leisure	work	leisure	work	leisure
				200[xx]		[xx]For employed staff: the first 60h at 3 S Kr/h + bonus of 300 S Kr, other conditions as above
44				24		
45	variable			60	Full wages	Bonus proportionate to the number of participants paid to the Finnish Association
46	-	-	-	-		
47	24			72[x]	Full wages	[x]Attendance bonus 3 S Kr/h + bonus of 200 S Kr on passing exam. 80% attendance
				96[xx]		[xx]400 S Kr bonus on passing exam. 80% attendance

6. Official State survey of the situation regarding teaching immigrants

6.1 Summary of the explanatory report

The Royal Commission on the Social Adjustment of Immigrants (Invandrarutredningen) was appointed by the Swedish Government in 1968. Its task is to investigate the situation of immigrants and ethnic minorities in Sweden and to present a plan for various social measures for these groups. The Commission is parliamentary. It employs the services of experts in different fields.

Of the total population of Sweden - rather more than eight million at the beginning of 1970 - about 365,000 (4.6%) were aliens. Two thirds of the immigrants came from the Nordic countries, mainly from Finland. There were 181,000 Finnish citizens in Sweden at the beginning of 1970. The largest non-Nordic group was the Yugoslavs, about 28,000. In 1970 about 77,000 immigrants came to Sweden.

The Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) have a joint labour market, and citizens of these countries can without formalities take up residence and obtain employment in another Nordic country. Immigrants from other than the Nordic countries must obtain a work permit before entering Sweden.

This report, the first issued by the Commission, deals with the educational situation of immigrants. The main emphasis in the report is on proposals for education in the Swedish language and in elementary civics for adult immigrants.

In 1968 the Swedish Parliament passed a resolution on the principles for teaching of children belonging to ethnic minorities (apart from Lapps). Immigrant children in the nine-year comprehensive school can receive special instruction in Swedish during an introductory period. The goal for this teaching is to make it as easy as possible for immigrant children to follow the regular teaching in Swedish schools. At comprehensive school, furthermore, immigrant children can be taught their native language during two hours a week in ordinary school hours.

In view of these circumstances the Commission's report is confined to certain supplementary views on the education of immigrant children. As regards children of pre-school age the Commission points out the importance of training both in Swedish and in their native language. For children also of compulsory school age (7-16 years) the Commission emphasises the importance of bilingualism. It suggests furthermore that immigrant youth aged 16-20 should receive supplementary vocational training and that special introductory courses should be arranged for those who, for example, come to Sweden with their parents and wish to pursue upper secondary school studies.

At present adult immigrants can receive Swedish-language teaching free of charge through the voluntary educational associations. This is on a trial basis. In the fiscal year 1969-70 an amount of 40 million S Kr ($ 8 million) was allocated from government funds for teaching of immigrants by the educational associations. The majority of immigrants who attend this teaching do so in their spare time. The number of persons registered on these courses is high, but many do not complete their studies.

Some immigrants can receive two months' paid intensive teaching of Swedish in the labour market retraining for a new vocation. In the fiscal year 1969-70 such Swedish language courses were attended by 6,400 immigrants.

The need for Swedish language training of immigrants has recently met with attention from the labour market organisations. The Swedish Employers' Confederation (SAF) and the Swedish Confederation of Trade Unions (LO) concluded an agreement in 1970 under which companies with immigrant employees are recommended to pay wages during 60 hours of Swedish language teaching, 20 of which in working hours. It is proposed in this agreement that the State should pay a bonus to immigrants who complete 200 hours of teaching.

The Royal Commission on the Social Adjustment of Immigrants proposed that all immigrants registered in Sweden should receive a basic course in Swedish and elementary civics. The course should cover 240 hours. The goal should be to give all immigrants a minimum knowledge of Swedish so that they do not become isolated in society and exploited on the housing and labour markets. The Commission has paid due attention to the resolution of the Council of Europe of 26 June 1968 on language teaching to immigrant workers.

The Commission proposes that this basic course for immigrants should be arranged within the general educational system and should be under the administration of the local authorities. Through grants to local authorities, however, the State should undertake most of the costs of the teaching. The central administrative authority for such teaching should be the National Board of Education (Skolöverstyrelsen).

In order that local authorities may better plan education and other social measures for immigrants, the Commission proposes the establishment of a special system of notification of the arrival of immigrants in the given area. The notification should be issued from the population registry and the central aliens register at the National Immigration and Naturalisation Board (Statens invandrarverk) via a computer system.

As regards immigrants now employed in Sweden the Commission recommends to employers that wages should be paid to persons who take the basic course, which in principle should be given during working hours. For immigrants entering Sweden after 1 January 1973, the Commission proposes that there should be a legal right to a 240-hour basic course in Swedish without loss of wage. Employers with less than five employees, however, should be exempted from the obligation of payment of wage to immigrants taking the basic course, but they are still recommended by the Commission to pay.

In order to stimulate non-employed immigrants, e.g. women working in the home, to take the basic course, the Commission proposes active recruitment on the local plane; also that all non-employed immigrants who take the course shall receive a bonus of 700 S Kr from the State.

The total annual cost to the State and the local authorities for the basic courses is estimated at 75 million S Kr ($ 15 million).

No data are available of the number of illiterates or semi-illiterates among immigrants in Sweden, but they probably number a few thousand. The Commission proposes a special two-year course for illiterate immigrants. A full allowance for cost-of-living expenses should be paid throughout the course. The State should cover the total cost for the courses, for which the annual cost for the first year is estimated at about 10 million S Kr ($ 2 million).

The Commission proposes, finally, that special measures should be taken to enable immigrants to a greater extent to follow the education available to adults in Sweden, including a deeper study of Swedish, within adult education run by the local governments and educational associations.

An appendix to the Report contains data of the knowledge of Swedish among immigrants in Sweden from an investigation made by the Commission. The investigation covered a statistically representative sample of 1,000 Finns, 1,000 Germans, 1,000 Italians, 500 Yugoslavs, and a control group of 1,000 Swedes.

6.2 Press communiqué on teaching immigrants

In the explanatory report of the committee for the official State survey of the situation regarding teaching immigrants it is proposed that after 1 January 1973 every immigrant in Sweden shall have the right, laid down by law, to 240 hours' instruction in Swedish and social guidance during his paid working hours. The employers should pay the wages whereas the municipalities would be responsible for the education. Non-employed immigrants would be paid a special bonus for attending the courses.

The explanatory report was submitted to the Minister of the Interior on 22 June 1971.

Elementary education should be mainly municipal

Immigrants are at present taught Swedish by adult education associations. That was a provisional arrangement made in 1965. The activity has developed rapidly thanks to State subsidies (40 million Kroner in 1969-70) and many immigrants have attended the associations' language courses. However, the Survey Committee considers the instruction would be more effective if more rationally organised. The State should therefore bear the same responsibility for teaching the language to immigrants as it does for public education. The municipal school boards should provide that elementary instruction in conjunction with municipal adult education, the administrative authority for the whole being the National Board of Education.

Right of participation

Every immigrant over 16 years registered in Sweden should have the right to attend language courses, with the exception, however, of Danish and Norwegian nationals or of immigrants with knowledge of Swedish.

Legislation on that instruction

The LO and the SAF concluded an agreement in 1970 on the teaching of Swedish to immigrants in which undertakings are recommended to give the immigrants they engage opportunities for following a 60-hour course of which 20 hours should be during paid working time (1). However, the official State survey considers that the firms should go further. Immigrants employed in Sweden after 1 January 1973 should be guaranteed compensation laid down by law, for loss of salary for 240 hours of instruction in Swedish and social guidance. The education should be given, as far as possible, during working hours.

The official survey considers that it would be unfair if immigrants already employed were not given the same advantages as immigrants taken on in the future. It consequently recommends that the provisions of the agreement be applied to this group of workers. It is estimated that immigrants at present employed having inadequate knowledge of Swedish amount at the most to 40,000 persons.

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(1) See Chapter 5.

Bonuses, to include wives at home

The explanatory report proposes that firms with less than five employees be exempt from paying immigrants' wages during their elementary instruction, but recommends them to meet that expenditure as far as possible. Furthermore, it suggests that immigrants hired by such firms should receive the same bonuses as those paid to non-employed immigrants (e.g. wives at home) who attend Swedish language courses. The amount of the bonus recommended for immigrants engaged by small firms, and for members of the family not employed, is 700 Swedish Kroner and should be paid by the State.

Day nurseries should be organised so as to enable wives at home to attend the classes.

Information for municipalities

If the municipalities are to be responsible for organising the instruction they must be better informed beforehand of the immigration expected in their area than they are at present. The explanatory report advocates creating for that purpose a new organisation to give notice of immigrants' arrival in the municipality. Notification of arrival should emanate from a central register and enable the municipality to visit the new arrivals, to give them the necessary information about elementary teaching of Swedish and all other training opportunities. Similarly, centralised information measures should be taken.

The National Board of Education should be made responsible for co-ordinating the elementary instruction (corresponding to first form basic French = "Français fondamental du ler degré"). Among other things, it should see to the development of educational material and teacher training. The National Immigration Board should, on its side, help to circulate information on teaching Swedish to immigrants.

Allowing for present instruction and future immigration, the annual expense to be borne by the State and the municipalities for elementary education for immigrants would amount to about 75 million Kroner, excluding costs borne by firms.

Supplementary instruction (intermediate level)

In addition to elementary language teaching, the explanatory report gives the broad lines of an intermediate course in Swedish as part of municipal adult education. Adult education colleges, adult education associations, radio and television should all contribute to that intermediate instruction.

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Educating illiterates

A special two-year course is proposed for illiterate immigrants. There are a few thousand of these. The State should be entirely responsible for teaching literacy and the scheme should be administered by the National Board of Education and the National Manpower Board. A study grant corresponding to the vocational training allowance should be paid to the participants. The explanatory report estimates that, if the number of beginners each year amounted to 300, the expense involved for the first year would be about ten million Kroner and for the second and subsequent years about 20 million.

Children of immigrants

The report also deals with the situation of immigrants' children in regard to schooling. It stresses the importance of already giving those children the possibility of becoming bilingual in pre-school classes. The facilities should then be improved during basic schooling. Special courses should be arranged for young persons between 16 and 20 years, for those having started work as well as for those wishing to attend secondary school. Real opportunities should be open to young immigrants for acquiring secondary education to the same extent as those enjoyed by Swedish youth.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg, 19 June 1972

Restricted
RS 213 (1972)
Or. Engl.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

The teaching of modern languages to migrant workers

Account of an experiment conducted in Turkey in 1971-72 with the support of the Council of Europe

by

M. GOKAY
Conseiller turc

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REPORT ON THE RESULTS OF THE GERMAN-LANGUAGE COURSES FOR THE MIGRANT WORKERS

At the end of 1970, the Special Representative's Advisory Committee of the Council of Europe had requested from the member countries that the workers and their families wishing to emigrate to another European country should learn the language of the country they are going to.

Thereupon, the Turkish Society for Social Assistance and Solidarity decided to organise experimentally practical German courses for the emigrant workers, without any charge.

After this decision, the Turkish Society for Social Assistance and Solidarity contacted first the Direction of the Education of Istanbul for a place for the courses and the mentioned Direction assigned the Firuzaga Elementary School for this purpose because it was beyond the Istanbul Office for Employment.

The Society then contacted the Foreign Relations Service of the Office for Employment for sending workers to the courses. As teacher to the courses Mr. Kaşif Taşçi was appointed who completed the German Philology of the Istanbul University. The course in German for the migrant workers was entitled: "German for Workers".

For the teaching principles of the German language a research was made on the secondary school system, on the Goethe Institute system and on the Foreign Relations Service of the Office for Employment. The main difficulty of the workers, when abroad, was the lack of the knowledge of the languages which causes difficulties:

1. in the adaptation to the place of work;
2. in their daily shopping;
3. in making themselves understood to the doctors in case of illness.

The aim of these courses was to assist the workers to overcome these difficulties and to understand and make themselves understood during the first difficult phase of settling down in a foreign country.

The shortest practical way was used as the teaching system of the German language. The participants were seeing the words and sentences on the blackboard and hearing them from the teacher and were repeating them individually and together.

The subjects of the lessons were as follows:

1. how to address people, forms of greeting and polite phrases;
2. days, months, seasons;
3. time, hours;
4. acquiring food;
5. acquiring necessary goods;
6. demanding information about travel and asking the way;
7. necessary professional terms;
8. phrases concerning the different factories, necessary phrases at the banks, doctors, etc.

Duration and time-table of the courses

The courses started in September 1971 and finished in February 1972. The classes were held twice a week, Mondays and Thursdays from 19 h to 20.30 h.

Because the participants were at work during the office-hours, these hours were the most suitable time for them.

Number and position of the participants

34 persons have participated in the courses.

24 participants were workers from several jobs (mason, labourer, technician, driver, etc.);
4 participants were employers;
4 participants were students.

Age of the participants

Number	Age
2	20
4	22
18	25
8	30
2	40

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The social and educational position of the participants

Number	Education
17	Elementary school
9	Secondary school
4	High school (Lyceum)
4	Student

The participation in the lessons

Lesson	Participant
14	25-30
18	15-25
8	10-15

Grading of the participants

Number	Rating
4	Unsatisfactory
16	Middle
11	Good
3	Very good

The analysis of the courses

The participants arrived at these courses mostly tired from their daily work. Also, in general, their social and educational background was not a high one. Therefore, the result achieved by the courses can be considered satisfactory. The participants have, in spite of the mentioned disadvantage, profited from this course.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg, 19 January 1973

Restricted
RS/222 (73)
Or. Fr.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

Teaching of languages to migrant workers

The Centre Régional d'Etude et de Promotion du Travail has transmitted to the Secretariat the report on the teaching of languages to migrant workers, a project carried out in Toulouse (France) in 1972 with the co-operation of the Council of Europe.

In the Secretariat's view, this report contains some very useful information of the kind desired by certain Committee members, and could be discussed at the 30th meeting of the Advisory Committee in May 1973.

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RS/222 (73)

CENTRE REGIONAL D'ETUDE ET DE
PROMOTION DU TRAVAIL

PRELIMINARY VOCATIONAL TRAINING COURSE FOR MIGRANT WORKERS

Report on the experiment conducted
at Toulouse
with the co-operation of the
Council of Europe

BY THE TEAM OF INSTRUCTORS

X. BUSCAIL
J. P. CHOLLAT
M. LEBOULANGER

November 1972

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I - GENERAL OUTLINE OF THE COURSE

The preliminary training course, with which this report deals, began on 25 August and ended on 30 November 1972. It was intended exclusively for migrant workers:

- whose education level is not high enough to permit them to take a vocational training course straight away;
- who are interested in a form of training which is not geared solely to the acquisition of knowledge (in the academic sense of the term), but has a bearing on their socio-economic problems.

1. The aims of the CREPT as regards preliminary training are:

- To enable migrant workers to choose the highest grade of occupation accessible to them;
- To help them develop their self-training capacities, so that they can pass the FPA (Vocational Training for Adults) entrance examination and thus better their situation in France.

There are several other preliminary training centres in France (Lyons, Marseilles, Grenoble, Montauban ...). The Marseilles Centre trains about 700 migrant workers a year, of whom 50% are Algerian.

In 1972, the CREPT preliminary training centre at Toulouse received three groups of fifteen trainees for fourteen-week residential courses, under an experimental arrangement with the Ministry of Education.

This preliminary training is one of the Ministry's priorities, and will be repeated in 1973 under a Type B agreement with the Ministry of Education (which makes provision for doubling the number of trainees and paying them).

2. Arrangements

- The courses last fourteen weeks, the trainees working a forty-hour week.
- The courses are residential. The trainees are lodged and boarded on the premises.
- The trainees take the FPA entrance examination at the end of the course.

The aim of these courses is to bring trainees from the stage of attaining literacy to that of entering the Centre for Vocational Training for Adults (FPA).

The FPA enables unskilled workers to acquire a vocational qualification at a six-month full-time paid course.

For entry to the FPA Centre the candidates are required to have a minimum level of knowledge (in mathematics, spoken and written French, and technology).

The level varies according to the trade chosen: the building trades require a relatively lower level than other branches of employment (mechanics, plastics, electricity ...) which demand more extensive knowledge, particularly of mathematics.

Migrant workers take up 10% of the available places. As the building trades are the least popular with French workers, the majority of this 10% of migrant workers are channelled to these trades.

3. Functioning

(a) Payment of trainees

In accordance with the Act of 16 July 1971 and with Decree 71-980 of 10 December 1971, the trainees are paid:

* - Trainees not under contract:

. 90% of the minimum industrial rate (SMIC) for those who were receiving an hourly rate equal to the SMIC rate before the course;

. 110% of the SMIC for those who were receiving more than the SMIC hourly rate;

. monthly allowance of 290F.

* - Trainees under contract:

They retain their wage rights, the State paying part of their remuneration. The employers can be reimbursed to the amount of 70% of the wage (plus social charges and tax).

At the present moment, the CREPT is considering providing a lodging allowance for trainees registered as seeking work.

The trainees pay about 12F a day for board and lodging.

(b) Example of timetable for a week of the course:

	8.30 a.m.	12.30 p.m.	2 p.m.
Monday	Arithmetic-Technology		Expression: Spoken / Written
Tuesday	Arithmetic		Life in France Free expression
Wednesday	Expression: Spoken / Written		Workshop - Drawing
Thursday	Arithmetic		Life in France - Free expression - Assessment
Friday	Arithmetic		Workshop - Drawing

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Information about all the students trained at the three courses already held will be found in Appendix I.

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II - SYSTEM OF TEACHING ADOPTED

1. Communication and exchange of ideas

One of the main aims of the training course is to make communication and the exchange of ideas as easy as possible. Each trainee must learn how to express himself. He must therefore have as many ways and means as possible to enable him to do this. The means which we employed were of two kinds:

(a) Material means:

- arrangement of tables in a square;
- numerous blackboards (chalk and paper) making it possible to preserve material that appears useful;
- notice-boards,
- tape-recorder;
- daily news-sheet;
- no rules regarding the presence or absence of trainees at the different classes.

(b) Methods

During this course, we introduced a system of reciprocal observation. Work on this began with the production of an observation chart (cf. Appendix VII. The aim of the observations

made was to determine the type of intervention by the group leader that encouraged verbal exchanges among participants. For the time being, we were concerned only with recording the group leader's interventions without analysing them: this we intend to do during the next training course (which will begin in January 1973).

It is already apparent that there are three types of intervention which encourage exchanges:

- providing information;
- asking questions;
- repetition.

Thus the group leader plays a dual role:

(1) He makes the work of the group easier by providing all possible teaching aids (such as written material, newspapers and equipment) and by placing them in their proper context, or in certain cases by using, on request, a teaching aid proposed by one of the trainees. This is an example of the first type of intervention (providing information).

(2) The group leader acts as a mirror. He shows the state of the group by reflecting its image. This exemplifies the second and third types of intervention (questions and repetition).

A. Life in France

Being immigrant workers, all the trainees have had to contend with a number of problems as a result of their coming to live in France. These problems are of three kinds:

- understanding how French institutions operate, in order to make better use of them;
- the physical environment imposed by an industrial society;
- use of information media.

(a) In order to come to France to work, the majority of trainees had to go through complicated formalities (connected with admission, medical inspections, passports, work and residence permits, and the like), nearly all of which involved filling in printed forms and making applications in writing. Their arrival in France was arranged through institutional channels ("formalities") and entailed practically no verbal exchanges. For that reason, they seem to regard the working of the institutions as so many obstacles to be surmounted. What is worse, the immigrant discovers that printed forms are still in evidence even after his admission. He goes on encountering them throughout his life in France, particularly in the shape of postal and social security forms.

After pointing out how necessary it was to understand this machinery, we provided the trainees with a number of aids enabling them as a group, and according to their specific requirements, to:

- use the customary printed forms without being dependent on a third party;
- understand the purpose of these forms by studying the background against which they were issued (the institutions).

Thus the group became familiar with French legislation on the admission of immigrant workers through specific cases and situations described by the participants.

Then, in response to actual needs expressed we analysed the facilities afforded by the Post Office. To illustrate our explanations we used forms and pamphlets issued by the Postal, Telegraph and Telecommunications Services, relating to:

- letters and parcels;
- telegrams;
- the telephone;
- money orders;
- Comptes Courants Postaux (Post Office accounts) (and, in addition, bank cheques).

Each series of lessons produced results that were later reintroduced into the work of the group. Thus a study of telegrams, for instance, gave rise to the question of conciseness of language and, at the same time, provided a transition from the spoken to the written word. Calculation of the cost afforded an opportunity of showing the use of the decimal point, and so on.

(b) Another problem that had confronted all the trainees was that of looking for work. In this connection, we analysed:

- their experience of unemployment, being engaged for work, trades and leisure;
- wage slips (cf. Appendix III);
- applications to learn a trade (information and discussion on the Association Nationale pour la Formation Professionelle des Adultes (AFPA); discussion of opportunities for vocational advancement).

In each case, the conclusions of the discussion were put down in writing, and placards produced collectively or a series of texts produced individually and criticised by the group as a whole (see Appendix III).

(c) The information media which had an impact on the trainees were first and foremost the audio-visual media (radio, television, gramophone records, etc.). A large number of them found the press difficult of access, except for those sections in which the vocabulary employed was limited and which had direct significance for them (because of need) e.g. the classified advertisements.

Five "sequences" of forty-four hours each were devoted to recording current events in writing. The group produced original news-sheets (cf. Appendix III). The news-sheets produced were put to further use in other lessons.

3. Group characteristics

The training course being a residential one, the participants were together not only during classes, but also during the remainder of the time (from 8.30 a.m. on Monday until 6 p.m. on Friday). Our policy at the outset was to consider the group as a meeting place, and also as a training medium. We consequently instituted a number of "sequences" (about ten of four hours each), with the aim of studying the group and its own development. These "sequences" may be divided into two kinds:

(a) Those whose object it is to study the group in situ, here and now, and which tend to lay bare latent tensions. In these "sequences", the group is given no outside teaching aids. Its members find themselves on their own, face to face with one another, with no information and no aids. The group leader acts as a mirror, confronting the group with its problems and making it recognise them.

(b) Those whose aim it is to awaken individual awareness of the behaviour, speech and aspirations of each group member. In these "sequences", the formal aspects are strongly stressed. The procedure is that each member in turn plays a role. This form of instruction was imposed by the group leader (Appendix VI).

Obviously the "sequences" centred on the group, as such, did not lead to the production of written material which could be used again on subsequent occasions.

It is in this context that we have described as subjective assessment becomes meaningful. Its aim is to analyse and make both group members and group leaders feel the changes that have occurred during the training course, and to stimulate awareness of the possible discrepancy (or identity) that exists between the trainees' initial aims and the goals defined by the group's own dynamism.

2. Mathematics and technology

(a) Mathematics

The use of mathematics in all circumstances of working and social life renders this discipline one of the keys that will enable the worker to adapt himself to our way of life.

Now, we have observed that:

- even with individuals who have had a long schooling (for instance, young persons, who are almost too "good" for our kind of course), the reflex of counting empirically still exists;

- the majority of trainees attribute almost magical power to the manipulation of figures.

Hence the great perplexity when a problem is set together with the final result, "the answer". The most difficult part remains: the reasoning process. It is the ability to reason that we seek to cultivate through the study of arithmetic and geometry; and from time to time we find ourselves wondering whether it would not be more logical to teach algebra - or at least equations and inequalities - and even perhaps linear functions.

In order to prevent the trainee from having the feeling of standing blindfold before a "mountain" of knowledge to be acquired, we draw up a sort of inventory of knowledge from the very start of the course by means of tests whose results are presented in the form of a more or less continuous line representing the knowledge displayed. These tests range from the simple addition of whole numbers to geometrical equalities and similitudes, and include fractions, the rule of three and the study of areas and volumes.

The teaching approach adopted is based on the use of this inventory. The trainee observes a gap - "a break in the line"; searches his mind and attempts to understand the problem unaided. But it is best when a number of trainees observe the same "gap", seek a solution in concert and ask the group leader for an explanation.

On these occasions, we have observed that, frequently, a trainee who possesses the knowledge which the others lack either refuses to share it or does so with such an offensive attitude towards his uninformed fellow trainees, that the group leader is often obliged to recapitulate the explanation.

We would require a whole arsenal of programmed education in order to meet the demand when the "gap" method is employed.

Two other approaches are practised: either the trainee asks a question or the group leader imparts a fresh piece of knowledge. In both cases, the group leader bases the explanation on the trainee's previous knowledge and what he has learned. A number of problems of the same nature are set

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and then solved collectively; it is then that each trainee raises one or more problems relating to the same principle. The pooling of knowledge acquired by stating and discussing a problem transforms the principle put forward into a concept assimilated by the trainee.

Is it because of failure to proceed on these lines that "mathematical literacy" has remained so superficial ?

(b) Technology - workshop instruction - drawing

It is difficult to separate these three disciplines, and they are very often combined with mathematics.

With the discovery of these three disciplines, the immigrant begins his adaptation to our technological civilisation.

It is through technology mainly that we can discover the extent of the mathematical knowledge acquired by the trainees in the trades they have already exercised. Through the use of mechanical games, technology also provides the background for discovery of and experimentation with the principles of:

- static mechanics - stability - leverage - balance of forces;
- transmission of movement (belts and driving-pinions);
- transformation of movement (connecting-rods);
- hydrostatics - movement of liquids - communicating vessels;
- electricity - two wires are necessary to provide an electrical circuit;
- the circuit-breaker (switch) opens and closes the circuit.

Study of the principles of technical drawing is designed to enable trainees to connect the object seen or imagined with its representation in geometric form or in perspective.

The understanding of diagrams, such as those included in psychological selection tests, is also bound up with drawing.

In the workshop, two types of exercise are practised:

First, the application of elementary knowledge of arithmetic and geometry through simple operations: measuring length, alignment, perpendicularity and horizontality, squaring, planing.

Next, these rudiments of knowledge are applied in simple exercises using wire, wood or bricks.

The tools used are tracing-lines, plumb-lines, levels, hammers, set-squares, rules, saws, files and pliers.

We have seen from experience that language and pronunciation problems keep cropping up throughout this mathematical and technological "education". It is even very often necessary to allow mistakes in French to pass unheeded so as not to interrupt the explanations. The elucidation of a mathematical problem, interspersed with lengthy grammatical or etymological digressions, is simply intolerable. One trainee, realising that the idea which he had just grasped in French was already familiar to him in his mother tongue, observed: "there is only a language barrier".

3. Speech construction and correctness of speech

(a) Expression

One of the aims of the training course is to improve the trainee's ability to express himself in speech and in writing, for this ability has a dual significance:

- the trainee must be capable of getting good marks in psychotechnical tests, which are the key to obtaining less onerous and better paid work;
- more generally, a person wants to understand and be understood when using what is, for him, a foreign language, but does not always have the opportunity to achieve this.

The two aspects must not be confused. "Correctness" in everyday speech is much more flexible than "correctness" in a selective examination. It is possible, when speaking and writing, to make oneself understood without using the exact word or formulation that is normally considered correct. But good marks can be obtained only if the answer is correct. We believe that, if we can prevent the trainees from being perpetually obsessed by the thought of the impending selection examination we can help them to express themselves more freely and easily.

The problem, therefore, is not that what is expressed means something precise, but that it "can mean" what its author wishes.

It is noteworthy that, as is the case with mathematics, the trainees have, up to now, seemed to attach more importance to certain exercises, in particular dictaction, which is a scholastic exercise in which the traditions of schools in the Maghreb and schools in Europe coincide.

(b) Technical aspects

(1) The problem

The profound difference that exists between spoken French and written French must be borne in mind. The spoken language is far more flexible, alive and direct. It is more inclined to

use the first and second persons, and for the most part employs narrative forms. The written language has to conform with a more strictly codified usage. It has recourse to abstract forms, (the third person) and often employs general terms. They constitute two linguistic registers with their own special rules, vocabularies and even forms of reasoning.

Moreover, these two registers of the French language can be manipulated in a wide variety of ways, to suit particular situations (the language of working sites, and of tradesmen, office "parlance" and so forth).

The problem is therefore complex. The essentials are these:

- to facilitate transition to the written language by correct handling of the spoken language, and not paralyse oral expression by constant reference to the rules of the written language;
- more generally, not to ignore the existence of certain language forms and attach undue value to others: the tradesmen's language, less "elevated" than that used in television news broadcasts, is a language in its own right and there is no shame in using it;
- the written language is undoubtedly more highly esteemed than the spoken language in the eyes of the trainees.

(2) Techniques

(a) In the initial stages, our method of work is to place emphasis on specific problems connected with the spoken language, and in particular:

- aural discrimination: the trainee has to be made aware that there are some sounds in French which have no equivalent in his own language. The converse is also true. Hence the necessity for exercises in which the ear is trained to listen, to recognise words and rectify mistakes;

- pronunciation: special emphasis is placed on exercises to help the trainees to master the whole range of sounds in the French language; some exercises are devised by the trainees themselves to enable them to practise a particularly difficult sound (e.g. a phrase containing the maximum number of "u" sounds).

Exercises in writing and reading (dictation; composition on a specific subject; wall newspapers; accounts of what the trainee has read, etc.) are therefore used with the aim, not of revealing mistakes and shortcomings, but of highlighting differences in the way each trainee expresses himself in relation to French standard speech. (For example, the French "u" exists neither in Arabic nor in the Iberian languages; it is therefore transcribed as "i" or "é" or "o", and this brings us back to exercises on pronunciation and aural discrimination.

(b) Written exercises (whether dictacted, copied or invented) are not corrected by the group leader, but are assessed by the trainee himself and commented on by the group as a whole. The assessment system differentiates between "serious mistakes" (where the writer's meaning is not clear) and "minor mistakes" (where the meaning is nevertheless clear, e.g. "voitire", instead of "voiture"). The trainees correct their exercises themselves, using a model. This makes it possible:

- to preserve a link with work designed to improve oral expression (for example, "tout" written "tu" brings us back to studying the sounds "u" and "ou");

- and, especially, to enable each trainee to understand how his "mistakes" occur:

. differences in aural perception and pronunciation of a sound ("o" instead of "ou", etc.);

. failure to recognise a word ("eficasse" instead of "efficace");

. non-observance of a rule (plural without "s").

When difficulties experience in writing have thus been identified, they can be eliminated through practice. As the work progresses, perception of the difficulties of the written languages increases, and this, in retrospect, adds up to a "programme".

During the third course, we agreed to describe the systematic written work as "grammar". For each difficulty, an index card was written out (see model reproduced in Appendix IV), the trainees using their own elementary knowledge to establish rules of writing. These index cards accumulated, and it became necessary to file them. A filing system based on the following order or "programme" was introduced:

- "listening": referring back to pronunciation-aural perception exercises;
- "sentence": construction and linking of French sentences;
- "space": reference to the "geometric" side of mathematics; problems of location in space and their transcription;
- "tenses": establishing a connection between intuitive and everyday references to perception of time in French culture and, for example, the rules of conjugation.
- "spelling": showing the difference between words pronounced in the same way but written differently ("et" - "est"; "on" - "ont", and so forth).

The value of these collectively compiled index cards is:

- that the trainee understands them perfectly since the wording and reasoning are his own;

- they can therefore be used immediately, referred back to individually and discussed, and they can also be used for games in formulating texts, etc;

- they can be applied to any material whatever: verbal expression by a trainee, practised further with a tape-recorder; exercises in written "free expression"; corrected during a subsequent "grammar" lesson.

(c) "Tests" - assessment

The course includes two-weekly assessments, which we call "tests", on the subject matter taught. (See our remarks in the Appendix on the ambiguity of "tests" as generally practised.)

These tests, which are corrected by the group leaders, are designed to:

- enable each trainee:

. to judge his own progress;
. to compare his capabilities in written work with those of the group as a whole;

- to prepare the trainees psychologically for "tests" of a more definitive character.

- to take stock of the work done during the preceding two-week period and determine the broad lines of the work to be done in "grammar".

Our conception and practise of "grammar" thus encourages trainees to express themselves freely, while teaching them ("grammar" sessions) how to construct sentences correctly. This method also satisfies the trainees' expectations of receiving conventional schooling and, at the same time, has the merit of combining inductive and deductive reasoning, instead of being based on deduction alone.

III - CONCLUSIONS

Our experiences and the difficulties that we have encountered induce us to make a number of comments.

- First of all, economic difficulties. They are of two kinds:

. Difficulties for the institution which finances these courses. They are financed to the extent of 60% by the Ministry of Education on the basis of 2.70F per hour for each trainee. That is quite inadequate.

. Difficulties for the trainees, whose remuneration is less during the course than they were receiving previously. (They were all working more than forty hours per week.)

- The poor state of health of a good number of trainees (which confirms the results of surveys carried out on the state of health of immigrant workers): hence the high rate of absenteeism and difficulty in adjustment to the type of work required by the course (eight hours a day for persons unaccustomed to so-called "brain" work).

- The regulations in force prevent us from accepting persons with a strong desire to learn, if they do not fulfil the prescribed conditions (papers in order, age of eligibility and so forth).

To these comments regarding the material conditions of the courses must be added others regarding the instruction itself:

- Language learning is not confined to the French classes, but is also furthered, more than one might believe, by the lessons on life in France, mathematics and workshop training. Each lesson results in the production of material which is then reintroduced into the French lessons. Life in France, mathematics and workshop instruction seem to us outstanding vehicles for communication.

  What we aim at in the French lessons is to help the trainees to use the French language as a communication medium.

- It appears to us important, moreover, to stress the psycho-sociological aspects of the group's activities. These aspects form an integral part in the trainees' initiation in the French language, to the extent that the group represents a place of communication and a network of relationships.

From that standpoint, our work embraces two aspects: first of all, we teach the trainees by class instruction. Because of the methods we have chosen, that can be done only if we add to our teaching activities those of permanent research. This is the dual concern underlying the present study undertaken at the request of the Council of Europe.

What we have written represents only a moment of time. Certain theories that we have put forward will be confirmed, others invalidated. The teaching methods we employ will evolve only if we pursue our research in concert with the trainees and with other bodies. That is what we intend to do.

A P P E N D I X I

CREPT STATISTICS
(CENTRE REGIONAL D'ETUDE ET DE PROMOTION DU TRAVAIL)

Trainees' country of origin:
Algeria 70%
Morocco 28%
Portugal 2%

Country dwellers 72%
Town dwellers 28%

Family situation: Married 26%
Unmarried 74%

Age:
Under 21 years: 27%
Between 21 and 30 years: 56%
Between 30 and 40 years: 15%
Over 40 years: 2%

Previous schooling

Mother tongue:
26% none
30% rudimentary knowledge
44% simple reading and writing

French language:
36% none
20% rudimentary knowledge
42% simple reading and writing

Schooling in French in the country of origin: 33%
Schooling in French in France: National Education system: 12%
Evening classes: 36%
Self-taught: 19%

APPLIED FOR VOCATIONAL TRAINING: 14 out of 45

Type of employment:

In country of origin:	unemployed	13 out of 45
	agriculture	15
	building labourer	7
	industrial labourer	3
	miscellaneous	7
In France:	had never worked	5 out of 45
	agriculture	8
	building labourer	16
	industrial labourer	10
	miscellaneous	6

RESULTS

Expected		Achieved		Failed	
Carpenters	5 out of 45	Plumbers	1 out of 45	Too young	1 out of 45
Plumbers	2	Welders	8	Expelled for indiscipline	3
Foremen	3	Painters	5	Abandonment on health grounds	1
Welders	12	Plasterers	2	Abandonment on financial grounds	3
Mechanics	2	Masons	6	Refusal of employer to break contract	1
Metal-workers	2	Carpenters	2	Expelled from country	1
Painters	4	Turners	1		
Masons	2	Building labourers (preparatory)	7		
Electricians	2	Unsuitable for AFPA training	3		
Platers	1				
Intentions uncertain	10				
	45		35/45		10/45

SATISFIED: 18 out of 35

9010

APPENDIX II

Assessment of attainments represented in tabular form

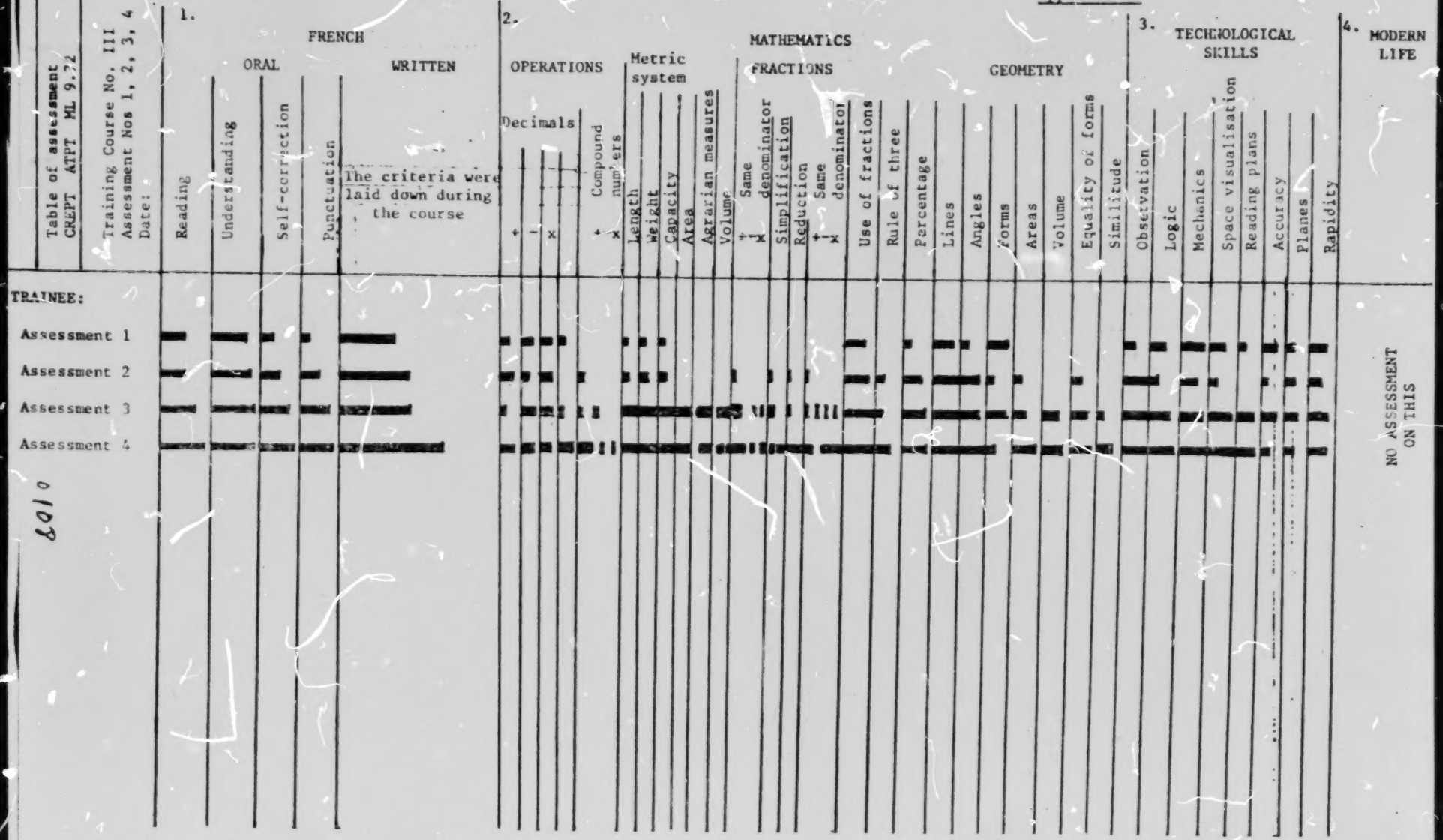
We drew up a double-entry table. In the abscissa are listed the main subjects. In the ordinate, are entered either the names of the individual trainees (general table of trainees' attainments), or their assessment marks (table of individual trainee).

By making the appropriate indication in the space reserved for a specific subject which the trainee is considered to have mastered - having given the correct answer in a test - we draw a line, the gaps in which represent failure. By comparing the resulting "crenellated" patterns the trainee is able to assess his progress.

RS/222 (73)
Appendix II

Table of assessment
CREPT ATPT ML 9.72

Training Course No. III
Assessment Nos 1, 2, 3, 4
Date:



8010

p. 18 and 19 deleted illegible teaching materials & samples

A P P E N D I X V

Remarks on tests

In our sphere of work, tests are a reality since our trainees have to face them when they finish the course. But this reality is characterised by a twofold ambiguity:

(1) A test is a device for measuring the knowledge and skills of a given group. The tests employed in France in psychotechnical examinations (F1, F2, N1, etc.) are devised on the basis of the characteristics of a specific category of the population, namely, adult workers, of French culture, at the present day. Devised for this category of the population, the tests are applicable to it.

Although the migrants subjected to these tests may be adult workers, they cannot be considered to be fully imbued with the culture of the immigration country. It has, for instance, been established that the matter of viewing space and time differs from one cultural system to another.

Tests of knowledge and technical skills, when applied to the migrants, would therefore measure, not only their ability to perform a specific type of task, but also - and above all - the extent to which they had become integrated in an alien culture.

There is, as far as we are aware, no set of tests based on the specific cultural backgrounds of the various migrant races. Tests would have to be devised to suit each ethnic group. Is that possible ?

(2) Tests are psychologically upsetting. A test is not taken in a neutral atmosphere and it often has the effect of unnerving the person being tested. That holds good for nationals, and applies even more so to a foreigner who lacks familiar cultural landmarks and is pressed by the need to earn money. To what extent does subjection to a test obstruct the foreigner's progress ?

Thus a test, designed to assess an individual's aptitudes,

- calls for an exclusive cultural training;
- provokes emotional reactions that can be paralysing.

For these reasons we have introduced, at regular intervals, what we inaccurately refer to as "tests", which are, in fact, a means whereby trainees can assess knowledge acquired or refreshed during the course.

APPENDIX VI

Objective and subjective assessment

1. So-called objective assessment

Objective assessment is a process where the group (trainees and group leaders) analyses the work done, criticises it, and arranges what work will be done during the subsequent period in response to wishes expressed.

The trainees can see the stage they have reached and thus formulate their requests.

The team of group leaders is subjected to criticism and can readjust its methods.

2. So-called subjective assessment

The group obviously has a dynamism of its own. The trainees describe what they experience and how they react. They experience "classes", but they also have a group life. What we have described as subjective assessment is the process whereby the trainee apprehends and analyses the changes that have occurred in himself. This exercise is reinforced by frequent meetings of the team of group leaders who likewise undergo change as a result of the work they do.

A P P E N D I X VII

"Observation chart" for the preliminary vocational training course

This is a device whereby it is possible to compare the attitudes adopted by the group of trainees and by the different group leaders in the team. The chart enumerates the various attitudes possible in the instructor-trainee relationship.

This "observation chart" can be used to analyse the approach adopted by the instructor towards the group of trainees, and also to analyse the reactions of the group of trainees to the instructor. (Observation may, for example, be centred for a certain period on the instructor's approach, then on the reactions of the trainees, and so forth.)

EXAMPLES OF POSSIBLE APPROACHES

Providing information

"The past participle agrees with the direct object, when the latter ..."

Giving an order

"Please switch on the light".

Passing judgment (positive or negative)

- On somebody's attitude: "That is kind", "stupid"
- On somebody's work: "Good", "Badly written", "Good answer"

Giving an interpretation (positive or negative)

- On somebody's attitude: "You write badly because you are sitting uncomfortably."
- On somebody's work: "You got your sum wrong because you forgot the carry-over."

"Understanding" somebody

"You are in difficulties, you want to pay for this course, but you are sending 250F to your family each month. Is that the trouble ?"

Giving moral support

"You must not be discouraged. You will do better ..."

Asking questions

"Do you agree ?" - "Who does not agree ?"

Repeating

"As you say ..." "So, then, the earth is round ..."

USE OF THIS DEVICE

The "profile" of the group in relation to the instructor, or the "profile" of the instructor in relation to the group, as the case may be, may be determined by observing, with the help of this chart, the number of times the group leader intervenes, over a given period, to "provide information", or "give orders", or "pass judgment" and so on, or by observing how often members of the group intervene with remarks which could be classified in one or other of the above categories.

The method adopted is to use a table on the following lines:

TIME Attitudes of the group towards the group leader or Attitudes of the group leader towards the group	2 pm	2.15 pm	2.30 pm	2.45 pm	3 pm	3.15 pm	etc.
Providing information							
Giving an order							
Passing judgment							
Giving an interpretation							
"Understanding" somebody							
Giving moral support							
Asking questions							
Repeating							

NB Interventions which cannot be classed in the above categories should be noted.

It may be possible to classify some interventions in two or more categories.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg 6 March 1974

restricted
RS 243 (1974)

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

The teaching of modern languages to migrant workers

Account of an experiment conducted in Turkey in 1973 with the support of the Council of Europe

by

The General Directorate of Labour and Employment in co-operation with the Turkish Society for Social Assistance and Solidarity

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KC 00 T665

34.176
03.31

RS 243 (1974)

REPORT ON THE RESULTS OF LANGUAGE COURSES FOR MIGRANT WORKERS

The number of migrant workers sent by Turkey to foreign countries has now reached approximately one million. They are mostly from cities of Anatolia such as Urfa, Adana, Gaziantep, Ankara, Aydın, Adıyaman, Samsun, Amasya, Kastamonu, Istanbul, Konya and Eskisehir. A small percentage of these workers are qualified, for example as fitters, turners and electrical technicians, but a large part is unqualified. The fitters, turners, blacksmiths, electricians, carpenters and engine technicians head the list in applications for work and the moulders, pattern-makers, radio technicians, technical designers and textile workers follow them. Amongst the partly qualified workers, the stonemasons, central heating operators and masons can be enumerated. Women who have graduated from the institutes for tailoring, embroidering etc, men graduated from commercial schools and technical institutes and many school teachers are also applying for work in foreign countries.

Generally, all workers go to foreign countries by the intermediary of the Office for Employment of the Ministry of Labour. The unqualified workers wait much longer for their turn to come than the qualified ones.

Background of workers

As already explained above, some of these workers have graduated from primary and some from secondary schools. The school teachers, of course, are exceptions. Generally, they are intelligent and their technical ability especially is very satisfactory. The educational level of these workers can be summarised as follows:

67% - primary school education
24% - secondary school education
9% - high school education.

However, 98% of these workers do not know the language of the country in which they are going to work.

According to the research made before the departure of these workers and after their arrival in Germany, as well as according to reports given by authorised German institutions, the main difficulty of migrant workers is the lack of the language.

Dr. Peter of the Ford company, who is dealing with the Turkish migrant workers, has made a study on this matter. He has stated that their work capacity is satisfactory, but their ignorance of the language causes great difficulties in their orientation to their new milieu as well as in their vocational training. As a consequence, the large firms, such as Ford, Daimler-Benz and Siemens, have organised audio-visual language courses where a basic knowledge of language as well as technical and other useful terms are taught.

Training given before departure

In order to enable them to overcome the difficulties which they may encounter on their arrival in the receiving country, useful words and some elementary phrases have been taught by the utilisation of pictures to those who have not finished the primary school. For those who have graduated from the primary and/or secondary schools, another practical teaching method has been applied. The subjects of the lessons are: how to address people, forms of greetings, days, months, seasons, time, hours, acquiring food, acquiring necessary goods.

During the first 2 months, no books are used but the audio-visual system is applied. After 2 months, the participants follow a book entitled "We are learning German", prepared for the secondary school. The first part of lessons consists of reading and repeating passages from the book and the second part of conversation and free speaking.

The thought that some changes might occur in their normal daily life led participants to avoid showing any interest in the lessons at the beginning of the courses.

The workers, who participated in the German language courses given by German teachers at the German School in Istanbul a year ago, were very pleased and they encouraged their families and friends, who had decided to go abroad, to participate in these courses.

The German language courses, organised by the Turkish Society for Social Assistance and Solidarity with, since 1972, the collaboration of the Foreign Relations Service of the Office for Employment in Istanbul at the request of the Special Representative's Advisory Committee of the Council of Europe, were very useful for workers who wished to emigrate to German-speaking countries. The participants, besides learning the language, were also informed of the social life and the customs of these foreign countries. The courses held between February and June 1973 have achieved their aims. Some studies on the intellectual and social maturity of the participants were also made during these courses.

Duration and timetable of courses

As mentioned above, the courses started at the beginning of February and ended at the beginning of June 1973. The classes were held twice a week, Monday and Thursday, from 6.00 to 7.30 pm, since all those attending had to work during the day.

Mr Kâşif Taşcı, who graduated from the Faculty of German Philology of Istanbul University, was appointed teacher.

The Directorate of National Education in Istanbul authorised the use of the facilities of a well-equiped primary school located near the Office of Employment.

The aim of the courses

The aim of these courses is also to assist the migrant workers to overcome their difficulties and to understand and make themselves understood during the first difficult phase of settling down in a foreign country since their main difficulty, when abroad, is the lack of the language which causes difficulties in their adaptation to the place of work, in daily life after work, in shopping and in making themselves understood in case of sickness.

Status of the participants

19 workers (of different occupations)
13 employees
3 students
35 participants altogether

Social and educational level of participants

14 primary school
12 secondary school
9 high school (Lyceum)
35

Grading of participants

7 unsatisfactory
14 average
14 good
35

Analysis of the courses

68% of the participants had a good social and educational background. This has contributed to the success of the courses. At the end of the courses, the participants could speak and understand not only the daily spoken phrases but also phrases needed when working at different factories, asking for information about travel and asking their way, and phrases to be used at the bank etc.

Apart from these courses, vocational training is given at the technical schools in Istanbul, Adana, Eskişehir, Ankara and Izmir.

December 1973

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg 29 April 1974

restricted
RS 246 (1974)

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

The teaching of modern languages to migrant workers

Account of an experiment conducted in Italy in 1973 with the support of the Council of Europe

by

The local mission of ICEM
(Intergovernmental Committee for European Migration)
in Rome

34.800
03.31

ICEM GERMAN COURSE FINANCED BY THE COUNCIL OF EUROPE AND HELD AT NAPLES FROM 9 OCTOBER 1973 TO 25 JANUARY 1974 FOR ITALIAN WORKERS

FINAL REPORT

1. INTRODUCTION

ICEM was pleased to accept a contract offered it by the Council of Europe and dated 2 June 1973 whereby the former agreed to organise and run a course in the German language for the benefit of Italian workers destined to take up employment in the Federal Republic of Germany. The Council of Europe, for its part, agreed to finance the project by putting at ICEM's disposal an all inclusive sum of FF8,000. The course in question commenced in Naples on 9 October and terminated after 72 hours of instruction on 25 January 1974. It was run with the collaboration of the Goethe Institute (technical assistance), the German Commission (employment channelling of students) and the Italian labour authorities (recruitment). Further details are as follows.

2. RECRUITMENT

As notice of the Council's decision to entrust ICEM with this course was received only in June, it was found necessary to act with urgency and to make immediate contact with the Provincial Labour Office in order to effectively launch the necessary recruitment campaign which took the following form:

i. At the end of July, the Italian Labour authorities furnished ICEM with a list of 90 workers who had applied to expatriate to Germany during the preceding 3 months. These candidates received from ICEM a letter informing them of the proposed course and inviting them to apply for admission. This yielded 21 applications from workers who declared a definite interest in employment prospects in Germany as well as a firm intention to attend the course organised for their benefit.

ii. Through ICEM-Labour Office intervention, the local press, beginning on 15 August, published a news item at weekly intervals inviting prospective candidates to apply for admission to this course. This press release was, in addition, repeated by radio on 20 August during a transmission dedicated to local news. By these means a further 37 applications were received bringing the total to 58.

All candidates were personally interviewed by an ICEM representative but only those who could demonstrate an acceptable degree of literacy were admitted to participate in the course.

The initial case-load of 58 interested persons representing the product of some 10 weeks publicity activity, is considered minimum and, in some respects, disappointing. However, 2 factors should not be overlooked in assessing the effectiveness of the measures adopted, namely:

a. In August, being the height of the holiday period when most Italian cities experience a seasonal exodus, the recruitment drive produced only mediocre results. Provided a longer period of notice can be given, it is suggested that for any future courses all summer publicity be avoided.

b. In September, normal activities in the city of Naples were completely disrupted following the cholera outbreak which kept many persons indoors and undoubtedly had its negative effects on the application rate.

3. ENROLMENTS AND ATTENDANCE

Of the 58 potential students who, on application, declared themselves interested in frequenting this course, only 30 attended classes. Nine of these, although reporting for at least one lesson, proved themselves either unable or unwilling to participate with the minimum regularity necessary for satisfactory progress, and, although attending in an observer capacity, were not formally added to class rolls.

Of the 21 who qualified for enrolment, average attendances were as follows: 17 in October, 14 in November, 13 in December and 11 in January. As with all beginner language courses of this kind participation tends to decline as the difficulties of language increase. To this must be added other factors including the physical and mental fatigue of the workers at the end of the day, as well as problems of access to classroom premises in the heavy Neapolitan evening traffic. In fact, the decline in attendance mentioned above represents normal wastage and must be planned for in all courses of this nature.

4. CLASS TIMETABLE

As mentioned already, this course began on 9 October 1973. Unfortunately, this represents a delay of some 6 weeks beyond the date for which the course was originally planned. The postponement, however, was due to factors quite beyond ICEM's control. Classes operated in 2-hour evening sessions 3 times weekly from 6.30 to 8.30 pm Mondays, Wednesdays and Fridays, and terminated, after 72 hours on 25 January 1974. It was proposed at the outset that the course forming the subject of this report be of 200 rather than 72 hours' duration. We advance the following reasons as a justification for this reduction.

i. For DIDACTIC reasons, it is felt that if students are chosen according to pre-established criteria, the limited aims of this course can be achieved in fewer than 200 hours.

ii. For PRACTICAL reasons, we note that students, in order to attend lessons must come not only from Naples city but also from the Province. They usually arrive at lessons having worked all day and are therefore, for the most part, physically tired and mentally fatigued. It is felt that 3 months is the longest period of time we can reasonably ask these students to continue this sacrifice. We feel a course of a longer duration would result in students becoming restless with a consequent higher drop-out rate.

iii. For PSYCHOLOGICAL reasons, particularly as no guarantees regarding their placement in Germany can be given, it is unwise to commit students psychologically (which 200 hours of instruction would probably do) to the idea of leaving for Germany, especially in the present economic climate when such a move may be quite inadvisable.

5. TEACHING MATERIAL

The most up-to-date German language teaching film (with colour and sound) produced especially for foreign workers and completed shortly before the beginning of this course entitled "Viel Glück in Deutschland" (1973) was used as a basis for the curriculum of study.

A. General

As a language teaching device, the movie film has enormous possibilities. If professionally produced, both from the methodological and photographic points of view, the film excels especially when considered from the following angles:

i. Through colour, movement and sound, the film compels a high degree of attention from its viewers. This fact assumes greater importance when the students - such as ours - are persons of a lower cultural and academic level who may not feel entirely at ease in the traditional classroom situation and who, therefore, may be more easily prone to distractions.

ii. As a technique of presentation, the film can reduce a situation to the essentials, it can prevent anything irrelevant from taking the learner's attention away from the teaching point, it can exploit gestures, looks and movement of lips to interpret what is being said, and by being able through sound and motion to convey results, causes, reasons and feelings of an action, it can so communicate emotional experiences and therefore approximate more closely to reality.

iii. Furthermore, not all situations can be demonstrated in the classroom, but the sound film can present almost any situation belonging to the outside world with drama and vividness. This very vividness, in turn, increases the meaning of the accompanying language.

iv. Particularly in a course which has aims in addition to the purely linguistic ones, the film can take the student into a foreign country and immerse him in the environment, customs and mentality of the inhabitants. In fact, it comes closer than any other means of giving the illusion of living in the foreign country which, in a course such as this one, can be invaluable as a forum for imparting information on life in Germany and in providing innumerable departure points for comments by the teacher and further class discussion.

B. "Viel Glück in Deutschland"

The production of this film was commissioned by the Bundesministerium für Arbeit und Sozialordnung and realised with the support and sponsorship of the Goethe Institute (Munich).

i. Thematic content

The course consists of 12 colour films (with sound track) each lasting approximately 15 minutes. The varying situations which serve as background to the plot and dialogues are taken from the lives and spheres of interest of alien workers and are as follows:

1. means of public transport (different kinds, utilisation),
2. a working day (punch-card, shifts, control, settlement of wages etc),
3. accommodation in Germany (mediation, contract rights),
4. changing work (general, legal situations and possibilities),
5. contact with Germans (greeting forms, social occasions),
6. school problems (school system and practical possibilities),
7. free time (sports, cinema, TV),
8. buying and selling (practical help, instalment purchase),
9. medical assistance,
10. professional development (for workers),
11. professional syndicates (social legislation, accident insurance),
12. German food.

Each film recounts a separate story for which different actors are employed. Unfortunately, part 12 of the series (German food) was not available at the time of this course and, therefore, the material relating to it was not treated in class.

ii. Linguistic content

Through these 12 series, a basic introduction to the language is given which, in turn, is followed by an appropriate programme of language intensification. Vocabulary-wise, the filmed portions contain from 600 to 700 new words. In line with the practical nature of this programme, grammatical items have been selected with primary importance being assigned to the criterion "usefulness for communication purposes".

iii. Aims

Emphasis is placed on comprehension and speaking with the graphic skills of reading and writing of secondary importance - reading being limited to "reading for information" and writing to form-filling and simple description. Vocabulary is restricted to non-specialised items. The aims for this course are, therefore, extremely practical and are designed to contribute to the integration of alien workers into the social structure of Germany.

iv. Method

The film is based on instruction by audio-visual method principles with multi-media features. The language is presented in dialogue form through live situations and during the filmed portions no grammatical explanations or rules are given. These dialogues endeavour to convey as clearly as possible realistic situations with a definite attempt to obtain a certain grammatical progression.

v. Evaluation of "Viel Glück in Deutschland"

a. Generally speaking films for language and orientation instruction tend to become outdated rather rapidly; not only is our world (and language) continually in the phase of change, but the photographic qualities of film tend to deteriorate with age (fading) and use (worn soundtrack). This cannot be said of "Viel Glück in Deutschland", however, as being of such recent production (1973), the film has retained its original qualities.

b. "Viel Glück in Deutschland" was used in this course for the exact purpose for which it was originally conceived, that is, the foreign workers' language needs in Germany.

c. The same Goethe Institute who collaborated in the actual production of the film was able, in this course in Naples, to apply the underlying methodological principles of the film in such a way as to exploit to the full its potentialities as a teaching device.

d. Since our interm report was compiled, certain negative aspects of the film in question have become evident. These may be summarised as follows:

1. Linguistic

Although from a linguistic point of view it could be claimed that "Viel Glück in Deutschland" incorporates a certain logical progression in the presentation of its language material, it is felt that the step from one concept to another is somewhat too great for the average worker/ student to grasp. Furthermore, the language of the films becomes all too quickly that of normal everyday speech both from the point of view of structure as well as speed of delivery. The result was that some students found it increasingly difficult to keep up with the rate of linguistic progression demanded by the film series. In particular, film No. 7 clearly makes too great a demand on the ability of students to comprehend the contents as do those that follow it.

2. Realism of situations

It is felt that some of the situations portrayed by the film correspond only in part to reality while others give quite a distorted picture of life in present-day Germany. As our students are not yet living in that country and therefore have no possibility of comparing the filmed situations with reality, they may get a wrong impression (and, in particular, too rosy a picture) of life in Germany. This somewhat false portraval of reality together with the linguistic difficulties referred to demands the expert intervention and propitious guidance of a capable teacher, who, in his capacity as mediator, is able to adapt and explain the material and fit it to his students' needs. Without this intervention, the films could raise expectations which would, in many cases, be contradicted in actual experience.

vi. Accompanying didactic material

Apart from the films themselves, the didactic material of the course "Viel Glück in Deutschland" available at the present time consists of:

1. 10 coloured slides of each film used as a stimulus for language work,

2. tapes of the original dialogue of the films with short explanatory comments in the participants' mother tongue,

3. the following printed material distributed to students:

   i. loose pages with photographs of the slides (mentioned in (1) above) together with accompanying dialogue. This material is used at the post-screening stage.

   ii. loose pages with structural sentence forms and practice exercises as well as the most important vocabulary items, phrases and comprehension questions.

   Both (i) and (ii) above are written only in German and take the place of the traditional text book.

   iii. Loose pages for use after each film with the most important information relating to the theme of the previous film. This material is written in the participants' mother tongue with the most relevant German vocabulary items shown in parenthesis. At the end of each page there is a series of questions which relate the contents to the course participants.

6. INFORMATION

The purpose of this course as stated was not only to impart an elementary knowledge of the German language but also to inform prospective employees about the way of life in Germany. Apart from the information pages for each follow-up lesson already referred to in (iii) which offered a good start, formal instruction was given from publications of Bundesanstalt Für Arbeit (Nürnberg):

a. "Informazioni per i lavoratori italiani che vanno ad occupare un posto di lavoro in Germania", and

b. "Notizie generali sulle condizioni di lavoro e di vita in Germania".

In addition, students were briefed on the following topics:

i. general conditions of life in Germany,

ii. hours and conditions of work,

iii. social insurance, taxes and family help,

iv. form-filling,

v. valuable advice on job interviews.

7. TEACHER AND TEACHING TECHNIQUE

i. TEACHER

It must be realised that the role of the teacher in a course (such as this) based on a language teaching film is somewhat different from that of the traditional language instructor.

As the film itself presents the language material, a novel approach is required in the follow-up lessons where the teacher, assuming the role of mediator, must not only adapt the presented material to fit his students' particular needs, but also to create a lesson atmosphere which is quite different from any traditional concept of school instruction. In addition, the teacher should be able to speak the participants' mother tongue and preferably have some idea of the way of life of foreign employees in their home country as well as in Germany. The importance of the teacher's having a thorough knowledge of present conditions in Germany has already been referred to in the context of the film's role as an information-imparting device (see paragraph 5 above).

Fortunately, the teacher of the course in question, Miss Schumann - a native German speaker of 30 years of age - was able to fulfil most of these requisites. In the first place, Miss Schumann attended a 3-day teacher training course on language film instruction given by the Goethe Institute's Director of Courses and thereafter taught the course through its progressive stages under the latter's close supervision.

Miss Schumann, moreover, spoke good Italian and had a satisfactory knowledge of local conditions. Another factor contributing to the success of her teaching was Miss Schumann's fine personality and pleasant demeanour and her ability in creating an excellent teacher/student relationship.

ii. TEACHING TECHNIQUE

So far we have been concerned with the general didactic features of the material used in this course. It is felt that some comment may be of interest at this point regarding the actual technique employed by the teacher. In this context we refer to the lesson plan which sets out the procedural steps followed by the instructor for teaching one film and the time allotted to each step.

It must be remembered that the film "Viel Glück in Deutschland" is itself in an experimental stage and that the lesson plan, therefore, represents the fruit of the experiment gained during this course rather than one formulated according to pre-established criteria. A close examination of the

lesson plan referred to will reveal that the teaching approach adopted in this course of study was entirely in line with modern principles of second language teaching and, in particular, with the Council's own recommendations to give a certain pre-eminence, at least during the initial stages, to aural comprehension and practice in the spoken language (see Pro Memoria paragraph 2 (a)).

8. TECHNICAL EQUIPMENT, SERVICE, ROOMS

Instruction using the multi-media system can only be successful if the technical and organisational aspects are sufficiently catered for. In this context, ICEM is indebted to the German Commission (Verona) who put at ICEM's disposal the necessary equipment for screening including a 16 mm sound film projector as well as slide projector with remote control switch.

In addition to the teacher, an assistant was present at classes at all times to handle, operate and attend to the maintenance of this equipment. It was felt necessary to free the teacher from such technical operations which would only have represented an additional and constant preoccupation.

The room where the screening takes place must offer the minimum requirements for film projection such as darkening possibilities, good acoustics, no sound disturbance from the projectors as well as being of such a size as to permit the projection of a picture sufficiently large for comfortable viewing. To these exigencies, the Goethe Institute's main hall responded admirably.

9. STUDENTS AND STUDENT PERFORMANCE

The course was planned for skilled and unskilled workers who:

i. had completed elementary school (which means a certain reading and writing ability),

ii. were between 21 and 38 years of age,

iii. had an expressed desire and a real possibility of obtaining work in Germany.

It was immediately noticeable that the professional preparatory training of the participants at this course was generally higher than that of the unemployed in southern Italy. In particular, their perceptive faculty in the reading and writing skills was surprisingly good - a difference presumably attributable at least in part to their origins as inhabitants of a large city such as Naples. In addition, study motivation was particularly high as most were genuinely interested in occupying a position in Germany.

The 11 students who concluded this course were all assigned satisfactory gradings at the final examination.

10. PLACEMENT IN GERMANY

The German representative in Italy for the Bundesanstalt für Arbeit offered participating students every assistance in finding suitable employment in Germany. In this connection and at the request of ICEM he visited Naples on 10 December and personally conducted interviews during the course of which a total of 10 students completed employment application forms which were subsequently forwarded to Germany ("Zentralstelle für Arbeitsvermittlung" in Frankfurt) with a view to obtaining work contracts in line with students qualifications and experience. In addition, for 5 of the students a professional interview was not considered necessary in that the candidates concerned were already in the employ of a German firm (Schlinder Company) and who were awaiting, on the completion of the course, a transfer to the company's headquarters in Germany. After 10 December no further visits to this course by German Commission representatives were made as the general economic situation in the Federal Republic at the time excluded the possibility of an immediate placement for course participants. However, the Commission did give assurances that every single worker/student would receive personal notification regarding the general employment situation in Germany as well as a follow-up letter as soon as this situation improved.

11. CONCLUSIONS AND RECOMMENDATIONS

1. In general terms, instruction based on filmed material possesses in-built motivational features which highly commend it in the teaching of language particularly to persons of a less privileged cultural and educational background for whom the traditional classroom learning situation is either entirely unfamiliar or, at least, inappropriate.

2. However, the filmed course "Viel Glück in Deutschland" although new and tailor-made to fit this special category of student, does have its negative aspects which, however, in this course were greatly mitigated by virtue of the adaptive and mediative role of the teacher as well as the expert supervision and guidance on the part of the Goethe Institute.

3. Not every teacher is adaptable by temperament and ability for filmed language instruction: only those who possess the necessary prerequisites which include their having received a period of specific training in this kind of specialised teaching.

4. It has been pointed out that, for various compelling reasons, it is not practical at present to give more than 72 hours of instruction. Under more suitable conditions, however, courses of 200 or more hours could be expected to give much more satisfactory results. Such courses would be of an intensive nature involving up to 6 hours of instruction per day. This, in turn, would mean that candidates would have to devote their full time to study and would need to be paid an allowance to compensate for their loss of earnings during the period of the course (7-8 weeks).

While the possibility of organising such courses on a regular basis may be fairly remote at present, an experiment along these lines could lead to significant and valuable results.

5. The role of the German Commission in endeavouring to obtain work contracts for students in line with their qualifications and experience has already been referred to. These efforts were most appreciated and of particular value as students who enter into contractual relations with employers in this way are moved to Germany under the auspices of the Commission with all the advantages that such assistance affords.

In fact, very close contact with the Commission was kept throughout the entire period of the course and candidates were repeatedly dissuaded from any temptation to depart "alla ventura" particularly in the prevailing economic climate. The Commission's involvement and interest, moreover, had its obvious beneficial effects on student motivation and progress.

6. In a large measure, the satisfactory results of the present course are to be ascribed to the fact that ICEM was able to avail itself of the services of the following bodies: Italian Ministry of Labour (in the field of recruitment), the Goethe Institute (technical supervision), and the German Commission (placement). Each was able to offer an expert contribution in the area of its specialisation and ICEM, for its part, was able to channel and co-ordinate these activities which it has done to the best of its ability.

COUNCIL OF EUROPE

COMMITTEE OF MINISTERS

RESOLUTION (70) 35

(Adopted by the Ministers' Deputies on 27 November 1970)

SCHOOL EDUCATION FOR THE CHILDREN OF MIGRANT WORKERS

The Committee of Ministers,

I. Having regard to the recommendation submitted to it by the Council of Europe Special Representative for National Refugees and Over-Population, following studies that have been carried out and in the light of the opinion expressed by his Advisory Committee on school education for the children of migrant workers ;

II. Considering that the instruction and education of children is an inalienable right which may be claimed even in difficult circumstances, such as those engendered by international migrations ;

III. Conscious of the necessity of ensuring, in their own interests, that the children of migrant workers do not lose their cultural and linguistic heritage and that they benefit from the culture of the receiving country ;

IV. Considering that efforts made by emigration and immigration countries to facilitate school education for the children of migrant workers will promote their adaptation or integration and consequently that of their parents ;

V. Considering that in this matter close collaboration between the relevant departments of the European member States to promote educational and cultural integration is in conformity with the aims defined in Article 1 of the Statute of the Council of Europe,

Recommends that governments of member States :

A - Guarantee, by means of legislation or regulation, exercise of the right of migrant workers' children to school education ;

B - Take appropriate measures for the attainment of the following objectives :

1. To improve the information given to families before departure about the educational facilities and requirements in the immigration country, and to provide on arrival advice and assistance in connection with enrolment in schools for those of compulsory school age ;

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2. To provide for the children of migrant workers who do not emigrate with the head of the family the opportunity of starting or completing their compulsory education in their country of origin and possibly to provide free schooling and school equipment for them, for example in maintained or State schools ;

3. To ensure that the responsible emigration services and school authorities advise the families of migrant workers to obtain, before a child's departure, standard records providing information on its school career and health, to assist in the assessment of its level of scholastic attainment ;

4. To ensure that the appropriate local services, and where appropriate, the employers of migrant workers, inform the school authorities concerned without delay of the arrival of children of school age ;

5. Possibly to establish, if need be, in co-operation with the authorities of the countries concerned, in areas where a sufficient number of migrant workers' families live, special classes or courses designed to assist the gradual integration of the children into the normal classes of the country of immigration, in particular by helping them to learn the language of the country; children of migrant workers should be taught in special classes or attend special courses for the shortest time strictly necessary ;

6. To promote, after a period of adaptation appropriate to each child, full integration into normal classes in order to develop mutual understanding; with this in mind, immediate integration into the school in certain subjects such as drawing, physical training, handicrafts etc., should be encouraged as far as possible ;

7. To see to it that, where practicable (and except for special classes or courses), compulsory classes do not contain dissimilar pupil groups in numbers likely to prejudice the teaching both of the children of migrant workers and of the native children ;

8. To encourage, with the assistance of public and private bodies in the receiving country, the organisation of assisted and supervised study periods after school, in order to provide the necessary educational help for children who do not receive it at home ;

9. To admit migrant workers' children, on the same basis as other children, to holiday camps and establishments for children below school age, and grant them scholarships, exemptions and other facilities ;

10. To encourage migrant workers to take part in the life of their children's school;

11. To encourage teachers in the receiving country who have the children of migrant workers in their charge to acquire an adequate knowledge of teaching programmes in the countries of origin of such pupils ;

12. To encourage and assist teachers in the countries of origin to follow courses in the receiving countries and vice versa, in order to promote understanding of the cultural and educational systems of these countries ;

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13. To promote, in the emigration countries, and also in the receiving countries, if the appropriate authorities agree, the training of specialist teachers to educate the children of migrant workers abroad, in the civilisation and language of their country of origin ;

14. To encourage co-operation between the educational authorities in the emigration and immigration countries in order to promote such instruction and award to the children who receive it certificates or diplomas drawn up in their mother tongue and stating the level attained ;

15. To promote reintegration into school education of children of migrant workers who return to their country of origin ;

16. For the purposes of admission to educational establishments to encourage a liberal attitude in relation to the equivalence of certificates and diplomas which testify to a sufficient level of education ; and to ensure that migrant workers' children who have obtained such certificates or diplomas are enabled, on returning to their countries of origin, to enjoy all opportunities for their school career on the same basis as other pupils having pursued their studies abroad ;

C - Report to the Council of Europe every four years on measures taken to give effect to this resolution.

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POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg 14 November 1973

restricted
RS 233 (1973)
Or. Fr.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

COUNCIL OF EUROPE EXPERIMENTAL SPECIAL CLASSES 1972-73 SCHOOL YEAR

REPORTS FROM SCHOOLS ORGANISING THE CLASSES

Secretariat Memorandum

I. INTRODUCTION

Reports on Council of Europe experimental special classes for the 1972-73 school year are contained in addenda I to V to this document.

Before going on to analyse these reports, we shall give a brief account of the background to this project and of the Council of Europe's aims in including it in its Work Programme.

The Council of Europe, whose primary concern has always been to safeguard the interests of the individual, especially in those areas where they are most vulnerable, has done much to help one of the most deprived categories of persons, namely migrant workers. In recent years, for instance, the Committee of Ministers had adopted a series of resolutions, prepared by the Special Representative and his Advisory Committee, on

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such problems as housing, language teaching, the equivalence of qualifications, participation by migrant workers in the life of their firms, occupational safety, equality of treatment as between national and migrant workers, the reuniting of families, the recovery of outstanding maintenance payments, social services for migrant workers, the return of migrant workers to their home countries and the equivalence of professional titles.

Since emigration also affects the families of migrant workers, the Council of Europe has given attention to the situation of children who receive their education in a country whose language they do not know. Although the absence of statistics makes a precise assessment impossible, experts have calculated that in 1968 there were about 1,200,000 children of unskilled migrant workers in Europe. This figure, which has certainly increased since then, gives some indication of the scale of the problem.

It was in this context that, in 1970, the Committee of Ministers adopted Resolution (70) 35 on school education for the children of migrant workers, whereby it recommended:

- the provision of information for families, the host community, school authorities and employers;

- the introduction of measures to ensure that the children of immigrant workers are entitled to school education and that, if they subsequently return to their home countries, they are reintegrated into the local school system;

- the setting up of special school classes or courses to promote the gradual integration of immigrant children into ordinary classes in the immigration country;

- the training of specialist teachers conversant with immigrant children's languages and the school systems in their countries of origin;

- various forms of assistance, such as exemption from school fees, the provision of books and other school equipment free of charge and free admission to educational establishments for migrant workers' children wishing to carry on their education in their home countries.

The aim of the recommended special school classes is twofold, viz:

- to facilitate the integration of immigrant children into the compulsory school system of the host country;

- to enable immigrant children to keep in touch with the language and culture of their home countries.

The second aim is as important as the first, since experience has shown that a gulf develops between parents and children whenever the latter know only the language of the host country. It is easy to imagine how serious the consequences of such inability of parents and children to communicate with each other might be.

Moreover, familiarity with the native language and culture is important in the event of a migrant worker returning to his home country, as it will save his children from feeling foreigners in that country.

For each of the 5 experimental special classes organised, the Council of Europe has made a financial contribution to the educational establishments responsible.

It is hoped that the classes will provide information on such matters as organisational arrangements, the various problems involved and the solutions envisaged, criteria adopted in the face of this or that situation, and teaching methods used. This should allow the national organisations concerned to compare the results of the different experiments in order to establish an optimum methodology.

In the 1972-73 school year, the following Council of Europe special classes were run:

- one in Belgium, by the Local Committee for Permanent Education of the Municipality of Rétinne (Liège);

- 3 in France, by:

  a. the Vauban College of Secondary Education (CES), Strasbourg, with the co-operation of the "Association Contact et Promotion",

  b. the National Institute for Educational Research and Documentation (INRDP), 29, rue d'Ulm, Paris, which set up a class at the Anatole France Co-educational Primary School, Vitry, and

  c. another at the St.-Exupéry School, Gagny;

- one in Sweden, by the National Board of Education at the Rinkeby School (1).

II. ANALYSIS OF THE REPORTS

The experimental character of these 5 classes has enabled certain problems regarding the provision of school education for migrant workers' children to be spotlighted. The most significant of these problems are mentioned in the reports.

First, the aims pursued. All 5 classes pursued the twofold aim of introducing the children to the school system and preserving the culture and language of their countries of origin; a special feature of the Rinkeby class was that lessons in the mother tongue were optional.

The problem of selecting pupils is seldom mentioned. The need for a prior survey of catchment areas is emphasised (Rinkeby); it is suggested that only pupils who have not been in the immigration country for more than a year be taken (Strasbourg); it is specified that selection in one case is carried out by the Social Sevice for Foreign Manpower, the distribution of a circular by the Educational Inspectorate (Strasbourg).

In this context, attention tends to be more directed at the problem of the homogeneity classes, the question being considered from the standpoints of nationality, scholastic attainment and age of pupils to be selected.

Homogeneity of nationality was a criterion generally adopted; the only exception was Vitry, which chose heterogeneity on the ground that this would induce the children to use French as the language of communication.

The Advisory Committee may wish to discuss the various criteria involved with a view to preparing a directive in the matter.

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(1) Reports on these classes are appended hereto, viz:

- addendum I: Experimental special class at Rétinne (Belgium);
- addendum II: Experimental special class at Strasbourg (France);
- addendum III: Experimental special class at Gagny (France)
- addendum IV: Experimental special class at Vitry (France)
- addendum V: Experimental special class at Rinkeby (Sweden).

The need for homogeneity of scholastic attainment and IQ would appear to be generally accepted. It is emphasised, for example, that too wide a range of standards raises methodological problems, necessitating individual teaching for written work (Strasbourg).

Homogeneity of age was adopted at Strasbourg (14 - 16 years), whereas the report on the Gagny class shows a fairly wide range of ages (from 9 years 3 months to 15 years 8 months). This question should also be looked into by the Advisory Committee.

The question of teachers is a key one, since it is clear that foreign pupils, differing as they do from local pupils in so many ways (linguistic and cultural background, psychological and social circumstances, etc), need teachers capable of overcoming the resultant difficulties (1).

Accordingly, a high degree of specialisation is required, though this does not always appear to be sufficiently emphasised by the reports.

This requirement was borne in mind by the experts who drew up Council of Europe Resolution (70) 35 on school education for the children of migrant workers, paragraph 11 of which, for example, recommends that teachers be encouraged "to acquire an adequate knowledge of teaching programmes in the countries of origin of such pupils", while paragraph 12 refers to the need to "encourage and assist teachers in the countries of origin to follow courses in the receiving countries and vice versa, in order to promote understanding of the cultural and educational systems of these countries".

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(1) A study is being prepared at the Council of Europe, as part of the activities of the CGC's Committee for General and Technical Education, on specialist training for teachers responsible for teaching children of migrant workers. This study will be examined by an ad hoc conference to be held in Strasbourg in the second half of 1974 under the auspices of the Standing Conference of European Ministers of Education, for which the Council of Europe acts as secretariat. This is in line with the recommendations on specialist training for teachers of immigrant children in paragraphs 11, 12 and 13 of Resolution (70) 35 of 27 November 1970 on school education for the children of migrant workers.

Now although the reports do contain some interesting observations on certain attitudes among teachers, it would have been useful if they had also dealt with the problem of teacher training and provided some information about measures taken to solve the problem.

Nevertheless it would be wrong to disregard these observations, such as the one by the Vitry class psychologist, who pointed out that the teacher, an Indian, was "particularly alive to the problems of foreign children", "knew when to give the children free rein and when to be firm" and "was calm, patient and never high-handed". The conclusion is reached in the same report that teaching foreign pupils "requires a teacher to make a great effort of adjustment and to be highly flexible in his or her methods". The report on the Rinkeby class, on the other hand, stresses that preparatory class teachers who did not speak the language of their pupils found that "the absence of a language shared with the pupils and the lack of knowledge about their cultural backgrounds gave rise to formidable communicating problems".

The above confirms the existence of the prior problem of teacher training which was mentioned earlier and offers grounds for hoping that the problem will be given due emphasis in the reports on forthcoming Council of Europe special classes. These experiences could usefully be passed on to those responsible for the education of immigrant children, at both intergovernmental and national level.

As regards the important question of what <u>teaching methods</u> are most suitable for foreign children, emphasis is placed above all on learning the language of the host and/or the home country. This is probably due to the fact that language training is the main concern of those running a special class with the aim both of fitting foreign pupils into the local educational system, for which a knowledge of the host country's language is a sine qua non and of the language and culture of the children's countries of origin.

What may seem surprising is that in each of the 3 classes run in France a different audio-visual method was adopted for the teaching of French. In Strasbourg, the method used was "La France en direct" (Hachette), regarding which the following comment is made: "This method, intended for use with lycée pupils, is often ill-suited to pupils from less favoured backgrounds. This makes it necessary to adapt the contents of various parts of the initial stages so that the pupils can really be provided with what they need for their integration with the French working world." From this it is concluded that "<u>no suitable method is available for teaching adolescents whose parents are foreign workers</u>".

At the Vitry school, the method chosen was "Frère Jacques", intended "for all children from any country between 7 and 11 years of age". This method is considered "highly selective, implicit, audio-visual, omni-purpose and readily adjustable". As for the school at Gagny, the method chosen was "Bonjour Line, No 1", which was considered "well suited to the needs of true beginners between the ages of 8 and 10 but not to the needs, still less the motivations, of pseudo beginners aged between 12 and 15".

According to the psychologist who observed the Vitry experiment, these 2 audio-visual methods differ in that the former is based on the manipulation of figurines on a felt-board and the latter on oral expression.

From the above it would appear that in France good language-teaching methods are available for younger children but not for adolescents. Accordingly, France would seem to be faced with the problem of filling this gap, while for all the countries there appears to be the general problem of devising methods suited to the different age groups of forign pupils, if not to their different levels of scholastic attainment. The members of the Advisory Committee may wish to discuss this problem, the importance of which is clearly emphasised in Resolution (70) 35: /"...to assist the gradual integration of the children into the normal classes of the country of immigration, in particular by helping them to learn the language of the country" (para 5)/. The shortage of teaching aids is mentioned by the teacher in charge of the Rinkeby class, while Rétinne provides an example of "individual special coaching in French".

It will have been noted that comments of a psychological nature in one or other of the reports have been alluded to. However, the need for recourse either to a psychologist or to a questionnaire survey appears to have been felt in only 2 cases, viz at Vitry (psychologist) and at Rinkeby (survey). The Advisory Committee may wish to discuss whether the use of a psychologist is appropriate and to what extent a psychological investigation is a necessary adjunct to the teaching of foreign pupils and the integration of both them and their parents with the society of the host country. In this connection the Rinkeby report emphasises the prior condition of an incentive on the part of foreign pupils and above all their parents to be integrated with local society, arguing that such an incentive depends on their intending to remain in the host country. We think, however, that, regardless of whether it is intended to remain in the host country or to return to the home country, the twofold aim of the special classes, as stated above, should provide sufficient incentive, as the classes offer those wishing to stay an opportunity to learn the language of the host country and those wishing to return an opportunity to learn or keep up the language of their country of origin.

However, the teaching methods employed are not enough in themselves to ensure the success of a special class. It is also necessary for action to be taken in the area in which the class is situated, ie efforts to influence the attitudes of the local indigenous population and the foreign children's parents, for it is essential to create a favourable atmosphere around the class. A passage of great significance in this respect is to be found in the report on the Rinkeby class (cf add V, para 3.3), viz "...their children, in spite of the discrimination they had to put up with, felt more positive towards Sweden and were influenced by Swedish norms to a greater degree than their more isolated parents. This distinction between the immigrant parents and their children had led in many cases to serious conflicts within ghe families". A similar observation appears in one of the reports on the Strasbourg class: "...the adolescent will adopt French culture" because "as a result of daily encountering a lack of understanding or even contempt on the part of most people, he will seek to protect his self-esteem by trying to model himself on the average Frenchman. This will result in innumerable family conflicts" (cf add II, Part 2).

Accordingly, the Rinkeby report calls for "better 2-way communication between immigrants and Swedes in regard to the disparate living conditions" (cf add V, para 3.1).

On the question of these out-of-school activities, an essential complement to education, particularly as far as making parents aware of the difficulties experienced by their children is concerned, the report on the Rétinne class may be considered exemplary. Various events, such as folk singing, folk dancing, lectures and radio broadcasts, were organised to bring adults into closer contact with the host country's society, thus helping them to accept at least the idea of children preparing themselves for integration with that society.

The report on the Rétinne class also mentions efforts made to deal with the problem of relations between the children of migrant workers and their local-born schoolmates. Circular letters in Turkish were regularly sent out to parents, inviting them to send their children to entertainments (film shows, puppet shows, etc) organised by the local parents' association for all pupils. Similarly, one of the 2 reports on the school in Strasbourg (add II, Part 1) emphasises that the teachers neglected no opportunity (news items, Human Rights film festival, newspaper articles etc) to place stress on "respect for other people's way of life". Moreover, "by being able to turn his culture to account and display it to his schoolmates, each child came to take pride in his origins and became interested in those of others".

Efforts were also made at Rinkeby to foster friendships between foreign and indigenous children, but the "results leave much to be desired as regards the willingness of Swedish pupils to help their immigrant classmates with the integration process".

The reader of these reports will also find comments which, although of a secondary or subsidiary nature, provide much food for thought on such questions as the inclusion of handicrafts in special syllabi, the provision of school buses to encourage school attendance by foreign children who are scattered in various places and the grant of a travel subsidy for "pupils in out-of-the-way places" (Strasbourg). There are also various interesting suggestions, such as one for the setting up, outside school, of "a recreation and work centre where everyone, adults and children, could contribute part of his national customs (handicrafts, cooking recipes, etc) so as to show that all countries have some things in common" (Gagny).

In conclusion, mention may be made of the idea put forward in the 2 reports on the Strasbourg class that pupils from special classes should be followed up during their subsequent academic and even professional careers, since "such pupils often need a helping hand, and it is most useful to get in touch with their teachers". And again: "Every year we arrange a meeting of pupils and their families with former pupils and other immigrant families; on 16 June 1973, a trip on the Rhine and a tour of the Port of Strasbourg took place".

The reports on the first 5 Council of Europe special classes for migrant workers' children have one thing in common, viz a passionate desire, prompted by both spiritual and intellectual motives, to do everything possible to ensure that the children of foreign workers do not feel too disadvantaged in comparison with children from an affluent society and are not condemned to suffering which they are unable to express and which might mark them for life.

III. CONCLUSION

Although the information supplied by the Belgian, French and Swedish authorities who co-operated with the Council of Europe in running the 1972-73 experimental special classes may be praised for its quantity and quality, the Advisory Committee's attention should be drawn to the need in future for information to be furnished that will enable an analysis to be made on the basis of comparable data.

The Advisory Committee may therefore consider it appropriate to issue instructions regarding the types of problems which should be covered in future reports on such classes.

In order to facilitate the committee's task, the Secretariat ventures to suggest, as a guide, the following list, which might be supplemented as desired:

- selection of pupils (homogeneity or heterogeneity of classes from the points of view of age, knowledge and languages);

- teachers (specialisation in the teaching of pupils from a social background as special as that of foreign workers; ability to grasp the educational and psychological implications of the special circumstances of such pupils; measures taken for the training of such teachers, etc);

- methodology (teaching of the languages of the host and the home country; methods used to enable foreign pupils to catch up in subjects taught in the ordinary class into which they are to be integrated; information on the successive stages of educational integration);

- criteria adopted to ensure that foreign and indigenous children accept each other in the ordinary school system (cultural events, joint leisure activitees etc);

- measures taken to arouse interest and enthusiasm in pupils' parents;

- any suggestions by authorities responsible for special classes.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg, 25 October 1973

restricted
addendum I to
RS 233 (73)

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

COUNCIL OF EUROPE SPECIAL EXPERIMENTAL CLASSES FOR MIGRANT WORKERS' CHILDREN

School year 1972-73

REPORT ON THE SPECIAL CLASS ORGANISED BY THE COMITE LOCAL D'EDUCATION PERMANENTE DE LA COMMUNE DE RETINNE (Liège, Belgium)

The present document contains information given to the Secretariat by the Commune de Rétinne (Liège, Belgium) with regard to the "special experimental class" which took place in 1972-73.

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addendum I

REPORT ON THE SPECIAL EXPERIMENTAL CLASS ORGANISED BY THE COMITE LOCAL D'EDUCATION PERMANENTE DE LA COMMUNE DE RETINNE (Liège, Belgium)

The Council of Europe grant for the school year 1972-73 relating to the schooling of migrant workers has enabled us to study the underlying causes of the educational backwardness of Turkish children in Retinne, with a view to finding effective solutions and deciding how best they may be helped.

While the linguistic handicap is well known and rightly considered to be important, parental shortcomings appeared to us every bit as consequential. This is linked to the socio-economic and cultural level of the Turks in general, who find themselves in a position of inferiority in the host country.

Consequently, we progressively adapted our programme so that it could be carried out on 2 levels:

a. teaching and out-of-school activities, and

b. a parallel effort, though with a slight time-lag, to make parents aware of the difficulties encountered by their children.

By this means, we are endeavouring to arouse in the Turks an awareness of the problems, and induce them to analyse them and find solutions through their desire for collective advancement in their new community. This socio-cultural programme aims at the harmonious assimilation of the Turkish sub-community in the local and regional context.

Teaching and out-of-school activities

A. Specially designed catch-up classes in French were organised for about 20 Turkish children between the ages of 6 and 10 in the first, second and third years of primary school. These lessons included conversation, vocabulary, space-time orientation, manipulation, work that should have been done as homework, health and social education.

48 2-hour sessions were held by a Belgian primary schoolteacher specialising in the teaching of French to immigrants (Mrs Michèle HENRY-FAUVIAUX) assisted by a Turkish student living in Rétinne (Mr Nevfel MORÇIMEN).

B. There were 71 pupils enrolled in October 1972 for the Turkish language course given on Saturday mornings, outside normal school hours, by a teacher appointed by the Turkish legation. At least half these children were attending primary and secondary schools in neighbouring municipalities.

In September, pending the teacher's arrival in Belgium, to take over from his colleague who had returned to Turkey in July, Mr. Nevfel MORÇIMEN, acting on the initiative of the Local Committee for Permanent Education, taught some 20 to 30 pupils every Saturday.

From October onwards, thanks to the Council of Europe grant, it was possible to split the Turkish class in 2. Mr Mehmet ÖZDOGAN, a qualified primary teacher, took charge of one section, and Mr MORÇIMEN was responsible for the other under Mr. Özdogan's direction and supervision. Since the latter arrived in Belgium knowing no French, the student was a great help, both through his knowledge of the language and because he was familiar with the local circumstances.

Mr MORÇIMEN did 98 hours' teaching at the school during the school year.

C. The work done by Mr ÖZDOGAN and Mr MORÇIMEN together led to the launching of a socio-educational programme in which popular songs and folk dances specific to the Turkish children were added to the many-sided socio-cultural activities available to all in the locality (football, basketball, volleyball, gymnastics, children's and young people's clubs, library, youth centre, etc.).

Mr MORÇIMEN spent 48 hours on these activities.

D. Circulars in Turkish were distributed regularly to parents inviting them to send their children to puppet shows organised by the Municipal Schools Parent-Teacher Association, to the film club, and to the playground which is open during the holidays at the Rétinne Europa Centre.

Socio-cultural programme (education of adults)

A. The parents were invited to make contact with the Belgian and Turkish teachers at the school and visits were made to their homes in this connection. Notes were sent in Turkish inviting them to meetings and lectures organised by the Local Committee for Permanent Education and by the Municipal Schools Parent-Teacher Association. They were provided with interpreters to enable them to follow the lectures and participate in the discussions.

B. The Association of Turkish Workers at the Hasard-Rétinne Colliery, which was set up with the aid of the Local Committee for Permanent Education in June 1972, has been involved in organising the activities of the folk-song and folk-dance group (organisation of rehearsals, making of costumes, preparation of celebrations at Rétinne on 24 February and 19 May, trips to Beyne-Heusay, Farciennes, Namur, Verviers, Blégny-Trembleur and Liège in March, April and May). It was instrumental in ensuring that the Turkish element was well-represented in the discussion on educational problems held on 7 March and in the production of a Radio-Liège broadcast.

This Turkish association (HASARD TURK ISCILIERI YARDINLASMA DERNEGI) together with 21 other socio-cultural groups in Rétinne, several of them founded by immigrant workers of other nationalities (Polish, Italian and Spanish) participated in the setting up of the non-profit-making association known as the Rétinne Europa Centre, a cultural centre which is to be responsible for the management of a recently established infrastructure which gradually is becoming operational. A delegate from the Turkish association is on the administrative board of this cultural centre.

C. On the initiative of Mrs Michéle HENRY-FAUVIAUX, circulars in Turkish, with appropriate illustrations, were sent to the mothers of pupils drawing their attention to various aspects of their educational responsibility in health matters - cleanliness and sleep in particular. The approach here remains cautious; care must be taken to avoid offending oriental susceptibilities and intervening between the authority of the head of the family and maternal responsibility.

D. Mr Nevfel MORÇIMEN, having become secretary of the Turkish Students Group at the University of Liège, brought about contacts between Turkish students and workers. He first enlisted Turkish students in preparations for the festivities held on 21 February and got them to take part in the programme. There was a play acted by the students, who also provided the musical accompaniment for the song and dance group. Mr Morçimen subsequently organised meetings to discuss the special problems of Turks living in Belgium.

Furthermore, when Turkish students organised their own festivities at Cheratte, they were helped by the Rétinne Turkish Association.

Members of the HASARD TURK ISCILERI YARDIMLASMA DERNEGI Committee took part in meetings and discussions organised in Liège by the Provincial Immigration and Reception Service within the framework of Immigrants Week in 1973.

E. The audio-visual French course for adults financed by the SPIA (Provincial Immigration and Reception Service), which was held on Saturday afternoons at the Rétinne Europa Centre, was attended throughout the school year both by adult Turkish workers and by young people from 14 to 20 years old. The latter group included some new arrivals during the course of the year.

The course is based on the CREDIF method with exercises adapted to local circumstances by Mrs Michèle HENRY-FAUVIAUXm assisted in a voluntary capacity by Mr Nevfel MORÇIMEN.

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The above is not an exhaustive account. We should also mention the help given individually to immigrant workers, which falls within the sphere of social service, namely the explanation and drafting of various documents relating to medical care, unemployment, insurance contributions, family allowances, and also translations, telephone calls and so on. There was a weekly showing of Turkish films on Sundays from 11 am to 2 pm.

All this forms part of a programme which was drawn up by organisers on the Local Committee for Permanent Education, and whose stated aims were as follows:

"During the period 1972-73 the Local Committee for Permanent Education will act as an organisational team for the following activities:

- it will endeavour to provide maximum logistic aid for the courses in French and in their mother tongue arranged for immigrant workers and their children. Financial aid provided by the Council of Europe will make it possible to undertake an experiment intended to help newly-arrived Turkish children, in particular by means of catch-up courses;

- it will give maximum support to the setting up and launching of the Cultural Centre;

- it will increase its support to various groups, both in their general activities and in respect of functions which enable them to establish themselves suitably in relation to older groups such as the Municipal Schools Parent-Teacher Association, the Belgian-Polish Circle, which has started a Polish language class, the 'Grupo de los Espanoles', which is sharing part of the heavy financial burden of the Spanish language course, the 'Gruppo dei Gemtori e Amici degli ' and the 'Hasard Türk Iscileri Yardimlasma Dernegi', whose members hope to find work in Wallonia when the local colliery closes in 1973;

- it will do its utmost to ensure the functioning of the services provided by the public library and the arts workshop by seeing that delegates from the groups interested are involved in running them;

- it will make cautious attempts to renew links with traditional education."

The Council of Europe grant has practically trebled the financial resources of the Local Committee for Permanent Education for the current year and has made it possible for a large proportion of its regular annual funds (25 to 40,000 Belgian francs from the Popular Education Service of the Ministry of Culture)to continue being devoted to:

- supporting Spanish language classes at present organised by the "Grupo de los Espanoles" with the aid of a Spanish teacher who is a political refugee (35-45 pupils throughout the year, 3 1½-hour classes per week until March, 2 1½-hour classes from April to June);

- providing financial assistance and organisers for 2 local Italian groups, including the Italian school (3 4-hour classes weekly, about 40 pupils);

- developing the activities of the Belgian-Polish Circle, which has organised a Polish language class (13 pupils, 2-hours per week) and has started a drama group.

This Council of Europe aid has given us encouragement at a time when it was essential to extend the activities of the Local Committee for Permanent Education in order to meet the important needs of the Rétinne Turkish community (now the second largest foreign group, see Table I). It would have been impossible to do this without such aid.

It should also be mentioned that the Moroccans and Greeks in the municipality and neighbouring localities have repeatedly made requests which we have not been able to meet in full.

CONCLUSIONS

The problem of the adaptation of migrant workers' children to the school system is at present part of the larger question of the harmonious integration of immigrant communities into the society of the host country which is itself changing to accommodate the life style of these foreigners who are indispensable to its economy.

Any attempt to solve one problem -- that of the children's schooling - independently of all the others would mean the deliberate sacrifice of a generation, namely that of the parents. Such an undertaking could, moreover, be considered as a kind of indirect abduction of the children and young people from the emigration countries.

We feel that a variety of projects should be carried out simultaneously at all levels (children, young people and adults) and on all planes (social, educational, cultural, family and health) to counteract all forms of discrimination.

The financing of the services which need to be set up in order to combat discrimination should be the responsibility of states and international organisations, for the financial burden imposed by the presence of large numbers of immigrants is too great to be borne by the budget of a largely working-class municipality.

On the other hand, if the financial burden were assumed by one or other of the supranational organisations, this would relieve the political pressure on the administrations at lower levels (in Belgium, the communes and provinces) who are making praiseworthy attempts to offer the immigrants better opportunities in life.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg, 25 October 1973

Restricted
RS 233 (73)
Addendum II
Or. Fr.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

COUNCIL OF EUROPE SPECIAL EXPERIMENTAL CLASSES FOR MIGRANT WORKERS' CHILDREN

School year 1972-73

REPORT ON THE SPECIAL CLASS ORGANISED BY THE "COLLEGE D'ENSEIGNEMENT SECONDAIRE" "VAUBAN" STRASBOURG, WITH THE ASSISTANCE OF THE "CONTACT ET PROMOTION" ASSOCIATION

The present document contains :

- in 1st Part, the information given to the Secretariat by the Strasbourg "Contact et Promotion" Association concerning a special class at the "Collège d'Enseignement Secondaire"(C.E.S.) "Vauban", which the Association helped to organise ;
- in 2nd Part, the report by M. UTTAR, the Principal of the "Collège d'Enseignement Secondaire (C.E.S.) "Vauban", in his capacity as supervising authority.

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RS 233 (73)
addendum II

1st Part

REPORT BY THE "ASSOCIATION CONTACT ET PROMOTION" ON THE EXPERIMENTAL SPECIAL CLASS FOR FOREIGN ADOLESCENTS AT THE VAUBAN "COLLEGE D'ENSEIGNEMENT SECONDAIRE", STRASBOURG

This special class for foreign adolescents, after being confined to girls aged between 13 and 16, from September 1969 to June 1972, became co-educational at the beginning of the 1972/73 academic year.

Since September 1970 the class, which is an integral part of the French educational system, has been housed at the Vauban "Collège d'Enseignement Secondaire" (CES), the tuition being given by 2 Ministry of Education teachers.

Even so, the "Association Contact et Promotion", which created the class, has being able to continue assisting with the education of these children of foreign workers, and has been doing so in the following ways:

1. Purpose of the class: We consider it essential to seek not only to help young foreigners to be fitted into the French educational system but also to keep them in touch with their native culture and ensure that they are not cut off from their families and home countries. Hence the need for activities featuring the way of life, customs and history of each ethnic group as well as the desirability of instruction in the relevant native languages.

2. Remuneration of teachers not on the staff of the Vauban school:

- for a few months a girl gave typing lessons to the more advanced pupils, which enabled them to improve their French spelling and type school papers such as circulars to parents and texts produced by the pupils themselves;

- a Spanish course did not unfortunately meet with any success among the pupils, who were already fully occupied with the work given to them by their teachers from the Spanish Consulate;

- it proved possible to run a Portuguese course throughout the year.

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3. Aid to the class's regular teachers: the teachers of such a class cannot limit their work to timetable hours; they must be freely available and need to have undergone highly specialised training. They have to establish contact with their pupils' families and do a great deal by way of guiding their pupils. This year they also undertook to supervise their pupils between noon and 2 pm on days when the latter did not return home for lunch (see timetable). Thanks to the financial assistance from the Council of Europe, "Contact et Promotion" was able to pay the teachers for this over-time work.

4. Practical aid to the class: thanks to the Council of Europe grant, we were able to meet needs in 2 fields during the 1972/73 academic year:

A. Learning of French with a view to speedy integration in the ordinary school system or the working world: to this end we provided:

- all the audio-visual equipment necessary for 2 levels ("France en Direct" method): text-books, copy-books, teacher's card-index, film-strip;

- card-indexes for functional analysis;

- card-indexes for Freinet teaching system;

- various text-books for oral and written work.

B. Keeping the pupils in touch with their native culture: for this purpose, the class library was supplemented with some fine books on each country represented in the class, so as to enable its geography, culture and way of life to be studied.

Pupils were also provided with pocket atlases.

The purchase of a duplicating machine made it possible to reproduce index-cards, circulars, teaching material, pupils' written work, etc.

"Contact et Promotion" continues to regard itself as the "patron" of this class and does its utmost to keep in touch with its former pupils, particularly those who have been integrated in ordinary secondary and technical classes. Such pupils often need to be helped, in the early stages and it is highly useful to establish contact with their teachers - something which the parents cannot do. Each year we arrange a meeting of pupils and their families with former pupils and other foreign families: on 16 June 1973 an excursion on the Rhine and a tour of the port of Strasbourg took place.

SELECTION OF PUPILS

Pupils have been selected almost exclusively by the "Service Social de la Main d'Oeuvre Etrangère".

We approached the headmasters of various primary and secondary schools but found that they had little knowledge of the class (even though the Education Inspectorate had issued a circular at the beginning of the academic year). The headmasters referred to us many cases of foreign children whose schooling was deficient or who presented various serious problems. This led us to set up remedial classes in schools both in the centre of Strasbourg (Schoepflin and St. Thomas) and on the outskirts (Kronenbourg).

It should also be pointed out that some of the pupils referred to us by headmasters had already been living in France for a number of years and were suffering from personality disorders. The special class, however, should be confined to foreigners who have not lived in France for more than one year, so as to be a genuine introductory class. A certain degree of homogeneity is also necessary with regard to age, and this year most of the pupils were aged between 14 and 16.

TIMETABLE

The special class at the Vauban School is the only one in the Strasbourg area which admits foreign adolescents. This poses a transport problem, as most pupils are unable to return home at lunch time. As the Vauban School does not have a canteen, pupils have had to be sent to the canteen at the Marie Curie Lycée, and this raises the problem of supervision between noon and 2 pm (such supervision is in fact provided by the 2 teachers, "Contact et Promotion" pauing for their meals and overtime).

The school hours were as follows:

Monday 8 am to 4 pm (followed by language lessons);

Tuesday 8 am to noon;

Thursday 8 am to 4 pm;

Friday 8 am to noon;

Saturday 8 am to noon;

SYLLABUS

This is directly governed by the standard reached by the pupils in their home countries, their living conditions, requirements regarding their adjustment to urban and industrial life and their intentions for the future. The fundamental purpose of the class is to effect a transition - transition from adolescence, from one country to another, from one language to another and from one way of life to another.

The main occupation is learning French, and this takes up almost the whole of the timetable, for, in addition to French lessons proper, the French language is used for the teaching of arithmetic, history, geography and natural science. Moreover, French is used for the weekly visits to a museum, a factory or a part of the town as well as for the shopping that is done in preparation for the domestic science lesson during which a meal is jointly prepared.

The utmost is done to ensure that the pupils feel at home during their stay in France, not only during their year in the special class but subsequently. The purpose of the various outings is to acquaint them with the working world and help them to decide what they want to do later. Those capable of pursuing their education further may attend certain French classes at the CES and so progressively adapt themselves to the ordinary educational system. Thus, for example, foreign pupils have attended lessons in mathematics (first year of secondary education) and in French and English (fourth year of secondary education). Sport and music also provide such pupils with an opportunity to meet French pupils at the school.

A further aim is to enable the pupils to face up to the realities of present-day society by providing them with general information of the kind which is often disregarded altogether or overlaid with superstition, such as advice about health and hygiene (including sexual matters), dietetics, domestic economy, child-care, administrative and occupational formalities, and labour legislation. An effort is also made to prepare them for adult life, as most of them will need to become adjusted to the working world. Accordingly, considerable emphasis is placed on team work in class so that each pupil has an opportunity of exercising responsibilities similar to those encountered in community life.

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PUPIL GUIDANCE

It would have been useful if the pupils had been tested by the Pupil Guidance Centre and their progress subsequently kept under review. Unfortunately, however, the centre does not have any facilities for testing young foreigners. Efforts to guide them were based mainly on their attainments and inclinations. They learned to seek jobs through the newspapers and take the necessary steps for obtaining employment. Next year, most of them will be preparing to serve apprenticeships and they have therefore had to find employers. In their search they were accompanied by the teachers, and this helped them to establish contacts.

The pupils aged 16 will be able to receive preliminary occupational training, and those aged 17 occupational training proper. The 2 pupils who have proved capable of transferring to secondary education will, at their request, be staying at the same school.

RELATIONS BETWEEN TEACHERS AND PUPILS AND AMONG PUPILS

To begin with, there were signs of racialism among the various ethnic groups. However, the many discussions initiated by the teachers on current events, films (particularly during the Human Rights Festival), newspapers articles, etc led to a marked change. Emphasis was laid on respect for other people's way of life, and as each pupil had an opportunity to turn his own culture to account and display it to his classmates, he came to take pride in his origins and become interested in those of others. One of the teachers, who possesses a diploma in ethnology and is therefore qualified to deal with such questions, was able to explain various customs scientifically.

This constant availability of the teachers was appreciated by the pupils, and as the teachers were not sparing of their time, patience or efforts they were able to be all the more demanding towards the pupils. Indeed, they consider this essential for preparation for adult life.

RECOMMENDATIONS

As the number of pupils in such a class should not exceed 15 per level, the class soon fills up, though foreign families continue to arrive throughout the year (in March the special class numbered 32 pupils, and at the end of the year the headmaster had to refuse to take any more pupils). In the case of such a class it might be advisable for the academic year to be divided into half-year terms rather than quarterly terms.

We would also like to draw the attention of the Ministry of Education to the problem of integrating younger children from "introductory classes" (part of primary education into ordinary classes). Such pupils should go through a transitional class to be prepared for admission to an upper primary or lower secondary class. Our experience has shown that, after spending a year in an introductory class, they may well be able to express themselves orally in French but are shock-stricken at the prospect of attending a traditional school course.

We intend to continue our efforts with regard to remedial tuition in schools where there are many foreign children. This tuition, which is given twice a week after school hours, produced excellent results last year. It is provided by a voluntary team guided by the Vice-President of our Association, who is a highly experienced teacher.

We have also raised the question of modern language teaching with the headmaster and hope that it will be possible to enable all pupils to study their own languages. This has been one of our concerns even since the inception of the special class, and we shall try to continue to help pupils in this respect, through tuition given either by voluntary teachers of our Association or funds permitting, by paid teachers. The difficulty is that sometimes an ethnic group has only one representative (for example, this year we had one Greek, one Turk, one Czech and one Yugoslav).

We realised too late that pupils at the Vauban School were not subjected to medical supervision within the educational system. Yet we believe this to be essential for the pupils with whom we are concerned, in view of their age and the fact that they have come from another country. We shall therefore take steps to ensure that at the beginning of the next academic year any obvious deficiencies of which migrant workers' children frequently suffer can be detected and treated.

Lastly, we hope that the various activities that enable young foreigners to get to know their French schoolmates will be further expanded, as the special class must not be a ghetto but a place where mutually beneficial contacts may be established.

2nd Part

REPORT BY THE HEAD OF THE SECONDARY TEACHING COLLEGE VAUBAN IN STRASBOURG FOR FOREIGN YOUTH ON THE SPECIAL EXPERIMENTAL CLASS ORGANISED WITH THE COLLABORATION OF THE "CONTACT AND PROMOTION" ASSOCIATION

A class for adolescent girls of foreign origin was started in September 1969. The work was concerned particularly with adaptation to social life and domestic economy in an urban setting.

From September 1972 onwards the class became a mixed one. It now sets out to be an initiation class only instead of being simultaneously a catch-up class. This decision was taken because of the problem of numbers and the way in which the class teaching was organised.

The emphasis is placed on acquisition of basic French for the purpose of adaptation to the working world or integration into the normal school system. To this end, the teaching staff is in close contact with the Social Service for Foreign Workers and with various bodies concerned with vocational guidance.

Numbers

The curve showing overall numbers climbs steeply at the beginning of the second term, and the numbers then level off.

This is due to the "late" arrival of families. Many of them first arrive in France at the beginning of the calendar year. New pupils thus join the class in large numbers at that time.

This situation regularly creates problems when the national education statistics are drawn up in September, since the class does not at that time exist in its optimum form (2 teachers for 30 pupils, in other words 2 groups of 15 pupils, the maximum number for effective group work).

Distribution according to sex is now normal, approximately to the general numerical relation between males and females.

The representation in terms of nationalities is satisfactory. It can easily be related to the nationality distribution of immigrant workers in the country as a whole.

If there are more Portuguese and Spaniards than North Africans, this is because the former more often bring their families with them, while the latter mostly live alone here.

Mention must be made of a special category: Americans and Canadians (children of university staff) joined the class to acquire the basic elements of the language, and as soon as they had done so returned to special classes within the private education system.

Recruitment

This is carried out almost entirely by the Social Service for Foreign Workers.

The pupils are thus all children of immigrant workers.

A bulletin prepared by the Schools Inspectorate is circulated at the beginning of the school year, but the aim of the class often seems to be misunderstood:

- Pupils often spend several months in schools in their own district before the Social Service for Foreign Workers discovers them there and sends them to the initiation class.

- Foreign pupils coming from special schools (phycho-somatics, slightly retarded children etc), who have often been in France for some years (3-7 years as far as 1972-73 was concerned), are sent to the initiation class by the principals of the institutions they were attending.

- As there is no catch-up or adaptation class, pupils who already have a grounding in French, though inadequate to follow the first or second cycle in a college of secondary education or a class in a college of technical education, in the normal way, find themselves side by side with classmates who are complete beginners.

Age - Graph 3

The 11-12 year old pupils are mentally too young, and should still be attending primary classes.

The largest numbers are in the 14-15 and 15-16 age groups, that is to say, pupils on the verge of taking up employment who have come to France just before they were able to enter employment with the aim of preparing themselves for it by learning French.

Academic level - Graph 4

The majority have, on average, completed a school cycle corresponding to the "Cours Moyen" (lower secondary level) in France. In fact, this criterion is not a reliable one since the educational level is not uniform throughout the various countries of origin.

Some pupils have already worked in their home country, attending school when they were able to do so. In the case of these pupils, 2 or 3 years of very irregular schooling have often proved insufficient to inculcate the fundamentals of reading, writing, and arithmetic. They need to be taught literacy almost from scratch.

The considerable range of academic levels presents methodological problems, and necessitates individualised teaching of the written language (reading and writing). For the same reason it is essential to preserve 2 distinct groups, the first concerned with initiation into elementary courses and the rudiments of literacy, the second providing an initiation into the secondary courses and adaptation classes for the more advanced pupils. (The complete French language method generally comprises 4 levels.)

Methods used

Systematic audio-visual French course based on the "La France en direct" series, published by Hachette.

This course, which was intended for "lycée" pupils, is frequently ill-suited to the needs of pupils from less favoured backgrounds. The lack of a course designed for teaching adolescent children of foreign workers is to be regretted. This situation means that we are continually having to adapt the contents of some of the early stages of the course in order to give pupils certain elements that are indispensable to their insertion into French working life.

As well as acquiring in a systematic and intensive way a knowledge of the vocabulary and structures of the French language, it is essential that these pupils should be enabled rapidly to cope with various situations in everyday life. This constitutes an important part of the class activities.

Since they have come from poor backgrounds in their home countries, the pupils have had little opportunity to benefit from creative activities; consequently sport and an introduction to the arts are important, since for most of the pupils this is the only time in their lives when they will be able to enjoy them.

Pupil guidance - Graph 5

While based on their age and the level they have reached, the guidance given to pupils takes into account their tastes and the opportunities open to them in the locality. It would be useful to be able to follow the pupils' progress over several years in order to find out whether the guidance given was effective.

As there is only one class, the pupils are recruited throughout the town and its environs. They often have considerable distances to travel and high bus fares to pay. The Social Service for Foreign Workers gives grants to those who are in their first year in France, and who thus have a real need to be in the class.

Furthermore, some pupils receive a travel grant for "isolated pupils" paid by the National Education authorities.

Pupils attending the class work hard, and there is an almost universal desire to learn. Attendance is regular. Absences are linked to the fact that the pupils are rapidly conscripted as interpreters by their parents (for dealing with social security, family allowances, employers, etc).

Since the mixed nature of the class has been maintained, there will doubtless be problems of numbers in 1973-74: this will result either in would-be pupils being refused admission or in waiting lists.

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NATIONAL CULTURES

The initiation class gives adolescents who have been subject to the imprint of very different cultures not only a basic vocabulary but also the elements of culture which will enable them to adapt to French society.

This indispensable acquisition brings with it the risk of cultural uprooting or even acculturation. Since he wants to achieve the best possible results at school and in his work, the adolescent will adopt French culture. Experiencing daily incomprehension or scorn on the part of most of the people he meets, he will attempt to avoid injury to his self-esteem by trying to conform to the model of the average Frenchman. This will result in countless family conflicts.

Moreover, we have been able to discover through a brief enquiry that there is an almost unanimous desire to return to the home country within a reasonably short time. This desire represents an escape route in the face of the cultural conflict, but also reflects the need to feel part of the way of life and the future of the society in which one lives, and thus to be fully integrated.

But the return to the home country may itself be a dramatic experience, due to loss of fluency in the language and difficulties in conforming to the customs, which may mean feeling a foreigner amongst one's own people through having partially lost one's original culture.

In order to minimise these frequently ineradicable traumas, it is necessary at all costs to instil an appreciation of national cultures by means of language and civilisation courses, by teaching respect for the customs of each country, in order to bring about greater mutual understanding and a better balance in the personality as a whole.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg 25 October 1973

restricted
addendum III to
RS 233 (73)
Or. Fr.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

COUNCIL OF EUROPE EXPERIMENTAL SPECIAL CLASSES FOR MIGRANT WORKERS' CHILDREN 1972-73 Academic year

REPORT ON THE SPECIAL CLASS AT THE SAINT-EXUPERY CO-EDUCATIONAL SCHOOL, GAGNY (France)

This memorandum embodies the information supplied to the Secretariat by the Saint-Exupéry Co-educational School, Gagny (France), on the special class run there in 1972-73.

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RS 233 (73)
addendum III

REPORT ON THE EXPERIMENTAL SPECIAL CLASS AT THE SAINT-EXUPERY CO-EDUCATIONAL SCHOOL, GAGNY (France)

I. DESCRIPTION AND CHARACTERISTICS OF THE CLASS

17 pupils, all Portuguese, whose ages ranged from 9 years 3 months (girl) to 15 years 8 months (boy).

All had attended school in Portugal, the length of their schooling ranging from 2 years (primary education) to 6 years (full primary and post primary education).

7 pupils had attended school for less than 4 years, 5 for 4 years, 2 for 5 years and 3 for 6 years.

All the pupils were from a similar socio-cultural background (factory or building workers' families). 12 out of 12 fathers worked; 4 out of 12 mothers did domestic work. The eldest 2 children in a 3-child family worked, as well as the father and mother.

The families' houses included a modern flat in a high-rise building with a lift, a small detached suburban house and "provided" accommodation (mushroom-grower living "on the spot").

The pupils seemed in a satisfactory state of health on the whole and had received dental care.

II. TEACHING ARRANGEMENTS

1. Inclusion of the mother tongue in the time-table and, tentatively, in the curriculum:

a. 4 hours' tuition a week was given by a Portuguese teacher, Mr PEREZ, who also taught the special class at the VITRY school. He did not meet with any objection to the idea of including the mother tongue.

b. Through talks on linguistic and socio-cultural matters, the Portuguese teacher sought to preserve the pupils' knowledge of their mother tongue and keep them in close touch with their families and their cultural community.

Portuguese teacher also gave information to the other teachers concerned or liable to be concerned subsequently.

2. Integration of the Portuguese pupils in the school

Integration was attempted as from March 1973. For this purpose, the Portuguese pupils joined a French speaking class (Mr Cattier's class, fourth year of compulsary schooling) for non-basic subjects.

Mr Cattier's class (30 pupils) and Mr Guénée's class (17 Portuguese pupils) were combined twice a week, on Mondays and Thursdays, from 1.30 to 4 pm.

The pupils are divided into two groups:

15 French pupils + 8 Portuguese pupils in Group A

15 French pupils + 9 Portuguese pupils in Group B

While Mr Cattier dealt with one group, for certain subjects, Mr Guénée looked after the other one for different (or supplementary) activities.

OBJECTIVES OF THE EXPERIMENT

1. To integrate the pupils more speedily into the educational system and, hence, into French society.

2. To encourage French children to accept children who do not speak their language.

MEANS UTILISED

- Combining of the foreign pupils with French ones for non-basic subjects and certain gymnastics periods.

- Constant intermingling of the 2 communities (sometimes difficult and cannot be forced).

The presence of older Portuguese pupils made the task difficult and accentuated the differences in children's motivations.

RESULTS

- The results were satisfactory in the case of the girls, who got on well with one another. The teacher noted constant communication between them during library hours: the Portuguese girls spoke, read and wrote French with evident determination and the French girls tried to speak Portuguese.

- The results were also satisfactory in the case of the boys of the same age as fourth year pupils, though things went less smoothly than in the case of the girls.

- The main problem was the older boys, who did not feel at ease in a class of smaller children and whose pride sometimes prevented them from trying to make the progress hoped for.

POSSIBLE REMEDIES

Instead of being placed in one class, the Portuguese pupils should perhaps have been split up for certain periods and spread throughout the school's classes according to their age or proficiency.

The whole of the school's staff (from the caretaker to the headmaster) should be involved in such an experiment.

To preclude the emergence of racialism, it would be advisable to enlist the co-operation of everyone, including the parents of all the pupils, so as to open doors onto the outside world.

The ideal solution would be to create, outside the school, a social centre for recreation and hobbies where everyone, adults and children, could contribute something of his national customs (handicrafts, cooking recipes, etc). This would help to show that, while forms may differ, things elsewhere are not so very different from here.

TIME-TABLE

(See section II, 2 above)

M O N D A Y

Mr GUENEE	Mr CATTIER
Group A: 1.30 to 2.45 pm	Group B: 1.30 to 2.45 pm
ART .... 45 minutes	PHYSICAL EDUCATION
SINGING (introduction to music) .... 30 minutes	
Group B: 2.45 to 4 pm	Group A: 2.45 to 4 pm
ART .... 45 minutes	PHYSICAL EDUCATION
SINGING (music) .... 30 minutes	

THURSDAY

Mr GUENEE	Mr CATTIER
Group A: 1.30 to 2.45 pm	Group B: 1.30 to 2.45 pm
Highway Code; Ethics ... 15 minutes	a. Showing of audio-visual material followed by a discussion
HANDICRAFTS ... 1 hour	b. LIBRARY. Sustained reading
Group B: 2.45 to 4 pm	Group A: 2.45 to 4 pm
Highway Code; Ethics ... 15 minutes	(SAME ACTIVITIES as for Group B from 1.30 to 4 pm)
HANDICRAFTS ... 1 hour	

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TIME ALLOTTED TO SUBJECTS PER WEEK

Subjects taught in French by the teacher of the "initiation class" (Mr Guénée)

FRENCH LANGUAGE	7 1/2 hours	
READING	2 1/2 hours	
ARITHMETIC	5 hours	
GEOGRAPHY	1/2 hour	
HISTORY	1/2 hour	
OBSERVATION SCIENCES	3/4 hour	
RECREATION	1 1/4 hours	
Total	18 hours	18 hours

Lessons attended with the pupils of an "ordinary" class

SINGING (with introduction to music)	1/2 hour	
ART	3/4 hour	
HANDICRAFTS	1 hour	
PHYSICAL EDUCATION	1 1/4 hours	
ETHICS; HIGHWAY CODE	1/4 hour	
AUDIO-VISUAL ACTIVITIES/LIBRARY	1 1/4 hours	
Total	5 hours	5 hours

Teaching of Portuguese (Mr Virgilio PEREZ)

LANGUAGE AND CULTURE	3 1/2 hours	
HISTORY	1/2 hour	
Total	4 hours	4 hours
	GRAND TOTAL	27 hours

III. METHODS

Teaching material and utilisation thereof: average range, including TV programmes language teaching by traditional and audio-visual methods.

CREDIF language-teaching method (DIDIER series), "Bonjour Line", No 1

This is highly suitable for true beginners aged from 8 to 10 but not appropriate to the needs, let alone the motivations, of pseudo beginners aged from 12 to 15.

It was used in a less and less formal manner thanks to :

1. the up-dating of the contents, the material from everyday life and the use of mass media: this was particularly beneficial in the case of pseudo beginners, as it seemed to increase their interest;

2. a new technique: preparation of films and presentation of lessons by teams of pupils;

3. a specific use of the method:

a. bodily and graphic expression were incorporated in the model lesson at the(explanation and comprehension stage) by the following means:

- drawings ("primary" means of communication),

- manipulations: articulated figurines on a felt board, etc,

- gestures and graphic expression, to facilitate the phonetic aspect.

b. to ease the transition to the "written stage", attention was given to the transfer from gestures to drawings, then from drawings to writing, so as to lead the pupils on to reading and writing, the elements of spelling (intuitive or formal, but helped by use of colours) and an introduction to sentence construction on the basis of pictures;

c. efforts were to give greater interest to syntax exercises by means of:

semantic and grammatical "manipulations",

the "grammatical wheelbarrow",

the use of the "function-colour" method,

logical relationship games, etc.

and to spelling and writing exercises by means of:

"silent dictation" (from a picture),

"description of the content of a picture",
transpositions: writing ⟷ spelling,

"word trains", etc.

School correspondence and the class newspaper provided a constant incentive of a general kind.

Attention was given to the Portuguese pupils' foreseeable activities during the summer holidays between the 1972-73 academic year and the next one.

6 or 7 pupils were hoping to spend their holidays in Portugal, mainly in August.

The teacher succeeded in arranging for one of the 10 pupils who planned to spend their holidays in France to go to a holiday home.

6 or 7 pupils were therefore probably able to re-establish contact with their mother tongue, but the majority were unable to do so. At least one pupil may have fostered his integration into French society through participation in enjoyable activities. For the others summer courses were arranged.

IV. TEACHING OF PORTUGUESE

The teaching of the pupils' mother tongue was continued by traditional means: exercises, dictation, essays, grammar, conjugation, etc.

History was given more emphasis in the time-table in the last term. The pupils also made an elementary study of man's evolution throughout the ages.

All in all, the results obtained went far beyond our most optimistic expectations, considering that our objective was to stabilise the pupils' level of knowledge.

There is no doubt that the whole of the class made progress, although less perhaps than if they had learned their language in Portugal, for without an underlying social structure the language system tends to disintegrate.

As time goes by a foreign child increasingly tends to use a French word in place of the mother tongue word he has forgotten. Even the structure of his sentences may become French if he has been in France for a long time. This happens despite the daily use of his mother tongue as a communication medium within the family.

The teaching of the mother tongue at school therefore serves at least to check the collapse of the language system Moreover, it may even be asserted that the teaching of Portuguese as part of the French curriculum is bound to be beneficial to a child.

The more contact a child has with his own language, the less risk there is of a break with the Portuguese community and indeed the family. This applies in the event of the child remaining in France. It also applies if the child returns home, for learning the mother tongue, or at least keeping it up, is essential for the continuation of his education in Portugal.

Up to now Portugal has not made any arrangments for the educational reintegration of such children on their return home.

RS 233 (73)
addendum III

A P P E N D I X

INSPECTION FORM FOR THE EXPERIMENTAL SPECIAL CLASSES (ESC) -

I. The School:

1. The school in which the (experimental) special class is operated:

   Saint-Exupéry, GAGNY

2. The total number of pupils in the school: 320

   Native: 270

   Foreigner: 50

3. Do you consider this school as the best available one for the ESC?

   Yes, because it is central.

II. The pupils of the ESC:

4. Number of pupils in the ESC: 17

5. The classes which the pupils will attend at the completion of their term in the ESC:

Grades	CP	CE 1	CE 2	CM 1	CM 2	6 III	?	CE 2/ CM 1
Pupils	0	0	1	3	7	1	2	3

6. Their nationality:

   Portuguese.

7. Attendance of the pupils:

   very good.

8. Observations in regard to the relationship between the native and ESC children:

   Very good, no problems in the case of the younger pupils. Some problems in the case of the older ones (problems of age, not of nationality).

9. The degree of success of the pupils:

   a. in target language lesson:

   b. in other lessons:

   c. in extra-curricular activities:

   See individual files.

10. The number of pupils transferred to the normal classes before the end of the school year:

    None.

11. The degree of success of those pupils in the normal classes who have attended an ESC before:

    Not applicable.

./.

(1) CP = 1st year of primary education; CE 1 and CE 2 = 2nd and 3rd years of primary education; CM 1 and CM 2 = 4th and 5th years of primary education; 6 III = 1st year of secondary education.

III. The teachers:

A. The target language teacher:

12. a. Name and surname:

Virgilio PEREZ

b. Time of service in the profession:

2 years

c. Time of service in these classes:

1 year

d. Nationality:

Portuguese

e. Monthly salary:

Hourly fee of 20 F.

13. Assiduity:

Good.

14. Has he (she) received inservice training courses in the field:

No.

15. His degree of success in utilising his observations effectively, for the purpose of integration:

Good.

16. Has he visited the country of his pupil:

He is of Portuguese origin.

17. Is he able enough to be allowed to continue his service in these classes:

Yes.

B. The teacher for preparatory lessons:

18. a. Name and surname:

Mr Guénée

b. Time of service in the profession:

18 years

c. Time of service in these classes:

10 years in Algeria (including 2 years as a lecturer at a teacher training college)

d. Nationality:

French

e. Monthly salary:

1,300 F

19. Assiduity:

Excellent.

20. Has he (she) received inservice training courses in the field:

Dates:

- course from 12 to 23 June 1973
- 1967-68, 1 year's course at audio-visual centre

21. Does he know the language of the pupils. If so, how did he learn it?

No.

22. If he is a foreigner, the status of his employment:

a. Was he selected and sent by his country exclusively for the job:

b. Or is he an ex-teacher in the worker status:

c. If so, is the consent of the diplomatic mission of his country obtained for his employment:

He is French.

23. If he is a foreigner, does he know the target language; if so, how did he learn it?

24. Is he able enough to be allowed to continue his service in these classes:

Yes.

IV. Education:

25. Is there a specially prepared textbook for the target language lessons:

Yes, various textbooks used in French classes, plus the "Bonjour Line" course.

26. Is there a key book for the target language teachers:

No.

27. Do you find the classroom library adequate:

a. For the target language lessons:

No.

b. For other lessons:

No.

28. Are the teaching materials adequate for the purpose:

a. For the target language lesson:

Yes.

b. For other lessons:

The "Bonjour Line" course is adequate for younger pupils but not for adolescents or pseudo beginners.

29. Are there radio or TV programmes to support the instructions in the ESC?

No, but use is made of school broadcasts.

30. Is the weekly distribution of lessons based on pedagogical necessities?

Yes.

31. a. Has the ESC a specially designed programme (including clearly defined aim of the class; the principles which should be observed to realise this aim; the special aim and techniques of the teaching of the target language; the contents of the other lessons and activities)

Yes, but it is an empirical programme.

b. Is there a reasonable relationship between this special programme of the school:

Yes.

32. Are the teachers of the ESC familiar with the educational system of their pupil's country: Yes. 33. Is the school administration familiar with the students of special classes well enough to help them effectively: Yes. 34. Does the school succeed in establishing a close contact with the families of ESC pupils: Yes. 35. Do the pupils of the ESC participate in the various activities of the school life: Yes.	36. The views, requests or recommendations of the school director and the teachers: Objective pursued: Integration of pupils in the school system and at the same time maintenance of their links with the culture of their home country. Need to continue the experiment by going on to a second stage: distribution of the children among the "ordinary" classes and support in language and written expression by a teacher dealing with small groups for about 2 hours a day. V. Other points:

VI. Comments and recommendations by the Inspector
An interesting experiment which would have been even more useful had it not started so late. As a result of this lateness, the contributions of the psychologists and linguists were too limited, and it is scarcely possible for any valid conclusions to be put forward. Should it be decided to repeat the experiment it would be advisable for the persons concerned to be informed by mid-September.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg 25 October 1973

restricted
addendum IV to
RS 233 (73)
Or. Fr.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

COUNCIL OF EUROPE EXPERIMENTAL SPECIAL CLASSES FOR MIGRANT WORKERS' CHILDREN

Academic Year 1972-73

REPORT ON THE SPEICAL CLASS INTRODUCED AT THE "ANATOLE FRANCE" CO-EDUCATIONAL SCHOOL IN VITRY (FRANCE)

This document contains:

- in Part I, the information supplied to the Secretariat by the "Anatole France" Co-educational School in Vitry on the special class introduced at the school in 1972-73;
- in Part II, the report of the psychologist, Mrs Renée PESTOUR, on the experiment carried out in this class.

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RS 233 (73)
addendum IV

1st Part

REPORT ON THE EXPERIMENTAL SPECIAL CLASS ORGANISED BY THE ANATOLE FRANCE PRIMARY SCHOOL AT VITRY (FRANCE)

1. REPORT BY THE FRENCH TEACHER

I. CONSTITUTION OF THE CLASS

This adaptation class for foreign pupils was constituted as show in the tables below:

TABLE SHOWING MONTHLY ATTENDANCE BY NATIONALITY

NATIONALITIES	September 72	October	November	December	January 73	February	March	April	May	June
Portuguese	11	11	11	12	12	14	12	12	12	12
Italian	-	-	1	1	1	1	-	-	-	-
Algerian	1	2	6	6	6	6	5	6	6	6
Moroccan	3	2	1	1	1	-	-	-	-	-
Yugoslav	-	1	1	2	2	2	1	-	-	-
Senegalese	1	1	1	1	1	1	1	1	1	1
No. of pupils	15	17	21	23	23	24	19	19	19	19

ATTENDANCE FOR DIFFERENT AGE GROUPS

YEAR OF BIRTH		September 72	October	November	December	January 73	February	March	April	May	June
1966	B	-	-	-	-	-	-	-	1	1	1
	G	6	5	6	6	6	6	6	6	6	6
1965	B	-	-	-	-	-	-	-	-	-	-
	G	3	3	3	4	4	2	2	2	2	2
1964	B	1	1	3	2	2	4	2	2	2	2
	G	3	4	5	7	7	8	5	4	4	4
1963	B	1	1	1	1	1	-	-	-	-	-
	G	1	1	1	1	1	2	2	2	2	2
1962	B	-	-	-	-	-	-	-	-	-	-
	G	-	2	2	2	2	2	2	2	2	2
No. of pupils		15	17	21	23	23	24	19	19	19	19

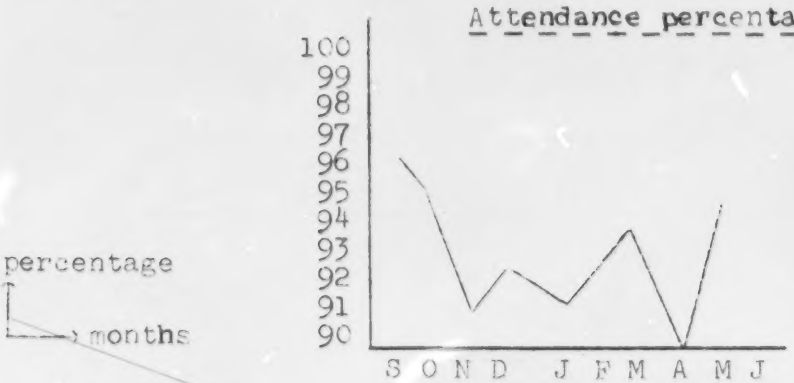
These two tables reveal the mixed nature of the adaptation class for foreigners, both from the point of view of nationality (Portuguese, Italian, Yugoslav, Algerian, Moroccan, Senegalese) and from that of age (6 - 10 years).

The variation in the number of pupils throughout the school year proves that numbers are not constant: pupils come and go in the course of the year, thus:

October: 2 Moroccans, as against 3 in September. Following an oral test and observation in the classroom, it was noted that a Moroccan girl pupil was well able to follow a preparatory course. She was transferred to the normal school system, where she adapted very well.

November: 4 new pupils, complete beginners.
December: 2 new pupils, complete beginners.
January: nothing to report.
February: 2 new pupils, complete beginners; 1 departure (moved house)
March: 1 departure: returned to home country.
3 pupils sent on trial to adaptation class No 2, the standard of which was fairly high. The 3 pupils adapted well to this new class, accepted the change well and had little difficulty in following the courses. We feel, in fact, that the time pupils take to transfer to our initiation class varies according to their level.
April: 1 departure, 1 arrival.

II. ATTENDANCE



The irregularity in school attendance is explained in part by the fact that the children are often ill (winter, vaccinations), and also by the fact that the parents take their children to the market or post office to act as interpreters, for as often as not the parents do not speak French.

III. SOCIAL SITUATION

Out of 16 families

	Works	Does not work	Industrial accident	Ill
Father	13	1	1	1
Mother	3	13	-	-

IV. CLASS HOURS

Language	8 1/4 hrs
Reading	5 1/2 hrs
Written work	2 1/4 hrs
Arithmetic	3 1/4 hrs
Mother tongue (Portuguese)	2 hrs
General discussion	3 1/2 hrs
Recreation	2 1/4 hrs
	27 hrs per week

The mother tongue is included in the weekly timetable. The pupils spend the 27 hrs in the adaptation class.

As far as possible it is desirable that the foreign pupils should spend some of their time in the normal class for their age group, but it is difficult to apply this principle in view of the already high numbers in the normal classes at the school.

During the first month only there were systematic language lessons in order to inculcate a minimum basic knowledge of the language. After this, less time was spent on language lessons in the strict sense of the term. Training in speaking and writing remained systematic, but formed part of the varied educational activities, language methodology quite soon became very flexible (choice and pace of lessons, some stages omitted etc).

V. METHOD

Language: "Frère Jacques" method, devised by the Office for the Study of Languages and Civilisations (BELC);

- method intended for all children from all countries aged from 7 - 11 years,
- highly selective, implicit, audio-visual, universalist, but readily adaptable.

Qualitative aspect: language of ordinary communication used by middle-class French children from 7 - 11 years of age.

Quantitative aspect:

"Frère Jacques" I	20 lessons, 300 words + about 300 words
"Frère Jacques" II	23 lessons, 500 words
"Frère Jacques" III	in course of preparation: about 20 lessons, 900 words

Themes

In "Frère Jacques" I and II, we follow four children aged from 7 - 9 years; we see what games they play, what they think about, what they do, what plans they make, and how they relate to each other and to adults. Animals and traditional French festivals occupy a prominent place.

"Frère Jacques" III tells a tourist-detective story in which the heroes are 4 other children aged from 9 - 11 years (1).

VI. LEVEL OF PUPILS IN SEPTEMBER OR ON ARRIVAL

The pupils entering the adaptation class neither spoke nor understood French. Some pupils had had some schooling before, while other (the majority) were attending school for the first time. The early lessons require delicate handling. The child may well have unhappy memories of earlier schooling. It is necessary to establish the right atmosphere by giving the children a warm welcome and gaining their confidence. It is only when this has been done that it is possible to get down to work.

Pace of classes:

In the first term it was not possible to hold more than 1 language class per week. In the second term, 2 language classes per week were held.

Difficulties:

The manipulation of the little figures is difficult for the teacher to start with but can be mastered fairly quickly. To teach this method, the teacher needs to have a gift for mime and acting.

Abstract concepts are difficult for the pupils. The method attempts to convey feelings etc in concrete terms. Since the figures are neutral, a certain lapse of time is needed to allow the child to interpret the reactions on the character's face:

Monique is crying,
Monique is happy,
Monique is bored.

./.

(1) We have merely given a brief outline of the method (for more detailed information, consult: "Présentation d'une méthode d'apprentissage du français" ("Frères Jacques") published by BELC, 9 rue Lhomond, PARIS 5e).

In each case, the image remains neutral. The teacher serves as a link between the pupil and the figure. It is for this reason that the teacher needs to have some acting talent. This simplicication of the image makes manipulation easier for the teacher.

The equipment accompanying this method comprises one flannelgraph and 2 boxes of figures, plus tapes. The tapes are not used in presenting the dialogues, for they may appear artificial to the children. The recorded voice does not belong to the framework of everyday life. The teacher's voice is much more direct and much more "stimulating" than a recorded voice. On the other hand a tape recorder is used to record pupils' voices. At this age, children do not listen to themselves when speaking but they enjoy hearing their voices on tape. This makes correction or self-correction easy. Toys are also used (kitchen unit, carpenter's tools, dolls, mini-shop, telephone etc) to facilitate communication between pupils and/or between teacher and pupils. Darts (rubber-tipped) and skittles made by the pupils out of plastic bottles are used to introduce the three operations of addition, subtraction and multiplication. These are excellent in encouraging the pupil to count on his own. Puppets can also be used, for this is something which everybody enjoys. It has an important advantage for the pupil in that he is able to reinforce his expression by manipulation of the image and by mime.

VII. CLASSROOM TEACHING

a. Acquisition of French: having acquired the basic structures, foreign pupils will always have difficulty with certain French words, in particular with regard to gender and conjugation of verse in the third group. The French language is so complex a system of communication that the children themselves are aware of the difficulties. At the beginning of the school year, the class was homogeneous only with regard to the pupils' level in French. As time went on it became increasingly noticeable that groups were forming. Thus, in the second term it was necessary to distinguish between a group that was good at reading and another that was poor. The reading method is linked to the method of language teaching. There was uniformity of language level. At the beginning of the third term I was disappointed to see that a third group was forming. The pupils in this group could no longer keep up in reading.

b. Arithmetic:

In arithmetic, the same divisions were again present. At the beginning of the year, all the pupils were able to follow the modern mathematics (introductory course level). As they had never done any before, they all advanced at the same rate. I was able to observe that the pupils who had already been to school and done some arithmetic were bored and wanted to go faster. Thus an advanced group was set up; it acquired the mechanisms of the operations and got as far as understanding simple problems. On the other hand, the second group stopped at simple addition and subtraction without carry-over.

c. Reading and French:

Reading was linked with language instruction ("Frère Jacques" method). There is no obligation to follow a method systematically. I have sometimes chosen a sentence spoken by a pupil to get the class to understand the sounds used and developed my reading lesson on the basis of this sentence. Since we are teaching structures and not isolated words, it is syntax that is taught first. These structures are learned by substituting elements within the sentence. By making use of the syntagmatic and paradigmatic axes it is possible to teach grammar, conjugation and vocabulary. It is easier to learn the written language on the basis of the spoken than to do the opposite and thus priority must be given to the spoken language.

d. Creative activities:

Drawing and painting are done either freely or on the basis of a story. These activities take place in several stages and encompass almost all important subjects: it is the story which makes the child want to draw or paint. The teacher tells a children's story in an indirect style. The children put it into dialogue and mime it. In this way the store of lexical items tends to be increased.

In fact, the vocabulary provided by the method is soon inadequate, bearing in mind that the language is used outside the class both in the school environment (recreation, contacts with friends etc) and even more outside the school.

As a result, we are obliged to introduce a language of the general school type (orders, suggestions etc), and a "common" language, going beyond the method. To take an example from life, to the question "How much (many) ..." it is possible to give different types of answer (number, weight, capacity etc).

Each child draws or paints the scene which amuses or appeals to him. The drawings are spread out on the ground and the story is reconstituted through the drawings, a vote being taken to choose between two drawings representing the same scene. After this the children do written work: composition of a short text of three to four lines using memorised structures, rules of grammar and rules of conjugation.

Recitation and singing are used as a basis for systematic and general phonetic correction.

A gymnastics teacher is responsible for physical education.

CONCLUSION

This mixed class has one definite advantage: the children are obliged to use French as the language of communication. At the same time it has a disadvantage: phonetic correction

is difficult for the teacher because of the different types of interference which occur. If psychological tests had been carried out at the beginning of the year the teacher would have been aware of the children's socio-psychological difficulties and been able to make his teaching much more individualised. This type of work was also hampered by the large size of the class.

On the basis of my experience last year, I should like to suggest that the adaptation class be held on a part-time basis. This is what I have in mind: in the morning, the pupils would have language and arithmetic lessons with the teacher of the adaptation class, and in the afternoon they would go into classes corresponding to their age group and their level within the normal cycle, for general creative activities. This system yielded excellent results last year. The cultural knowledge acquired was much wider than was the case this year. If this were done, the class could be split in two, but it would be possible only if the classes were not too large. Pupils who spoke no French at all could join such classes only when they had acquired a grounding in the language, and the time required for this would vary with individual pupils.

2. REPORT BY THE PORTUGUESE TEACHER

I. CLASS SITUATION

The teacher was responsible for the Portuguese pupils, who constituted more than 50% of the class.

These pupils did not of course form a homogeneous group because there were great differences in the length of their schooling in the mother tongue.

II. WORK GROUPS

Two work groups were set up to meet the educational need.

It is certain that because of the teaching time, the teaching was more concerned with linguistic "maintenance" than with acquisition to begin with; this factor cannot be overlooked in an adaptation period.

III. METHOD

In view of this situation, we worked with the material at hand (newspapers, magazines, extracts from documents etc ...)

The spoken language naturally took precedence over the written language. It would seem that the initial aim should be the stabilisation of knowledge rather than its development, particularly in the "school" manner.

IV. LIAISON WITH THE FAMILY MILIEU

The experiment did not last long enough to permit continuous and adequate liaison with families. This point needs to be emphasised, for it is indispensable for a fully effective teaching process that it should be understood by the families - who are frequently ignorant of the context, methods and characteristic attitudes of the schools in the host country.

Contacts with families are rendered more difficult still by the fact that the children are taken to school in the municipal school bus.

V. GENERAL OBSERVATIONS

However that may be, and taking into account the brief duration of this experiment, the mother tongue initially has little attraction for the pupils.

It does, of course, enable the pupils to express themselves in class free of the linguistic constraints of the foreign language.

But is is precisely that language, the major obstacle to integration into a new society, which they find interesting in the context of their day-to-day lives.

If the parents accept "marginal status" and willingly take refuge within a small community, the same is not true of the child, who experiences integration into a more diversified milieu which is acknowledged to be a "milieu of acquisition".

This situation is undoubtedly felt to be both absurd and stimulating.

For the moment therefore, it would seem dubious to affirm that the mother tongue has a role to play in "the removal of psychological blocks", at any rate as far as the older children are concerned.

The same is true on the strictly linguistic plane with regard to the question whether knowing another language helps in the learning of French.

In fact, the foreign language is learned above all by "absorption" in a continuous real-life situation.

This being said, the mother tongue serves as an essential element of communication on the following planes:

a. in cases where the child has to return to his home country in the near future,

b. in the more likely case of his remaining in France and following a normal school career, the knowledge of a language which will, paradoxically be considered as "foreign" will be very useful to him,

c. the continued use of the mother tongue allows the child to remain in contact with the family cell and with a cultural community towards which he is bound to turn when adult.

VI. A P P E N D I X

INSPECTION FORM FOR THE EXPERIMENTAL SPECIAL CLASSES (ESC)

I. The school:

1. The school in which the experimental special class is operated:

A. France B.
VITRY/SEINE

2. The total number of pupils in the school: 273

Native: 99

Foreigner: 174

3. Do you consider this school as the best available one for the ESC:
Yes

II. The pupils of the ESC:

4. Number of pupils in the ESC: 23

5. The classes which the pupils will attend at the completion of their term in the ESC:

Grades	Prepa-ratory	Primary 1	Primary 2
Pupils	11	5	7

6. Their nationality:

Portuguese, Italian, Yugoslav, Senegalese, Algerian, Moroccan.

7. Attendance of pupils:

see appended table.

8. Observations in regard to the relationship between the native and ESC children:

very good, no problems.

9. The degree of success in the pupils:

a. in target language lesson: fairly good
b. in other lessons: A.B.
c. in extra-curricular activities: 1

10. The number of pupils transferred to the normal classes before the end of the school year: 3

11. The degree of success of those pupils in the normal classes who have attended SC before: adapted well

a. in target language lesson: good

b. in other lessons: good

12. a. Name and surname: PERES Virgilio
b. Time of service in the profession: 2 years
c. Time of service in these classes: 1 year
d. Nationality: Portuguese
e. Monthly salary:

Rate of pay per hour: 20 Frs.

13. Assiduity: Good

14. Has he (she) received in-service training courses in the field: No

15. His degree of success in utilising his observations effectively, for the purpose of integration: -

16. Has he visited the country of his pupil:

Teacher of Portuguese origin.

17. Is he able enough to be allowed to continue his service in these classes: -

B. The teacher for preparatory lessons:

18. a. Name and surname:

MOGANARALJOU

b. Time of service in the profession:

9 years 10 months 5 days

c. Time of service in these classes:

2 years + 6 years in Algeria

d. Nationality: French

e. Monthly salary:

1,700 (approximately)

19. Assiduity: Perfect

20. Has he (she) received in-service training courses in the field:

No, but one week's training in Algeria in 1969 and one week at Fontenay-sur-Bois (France) in 1971.

21. Does he know the language of the pupils. If so, how did he learn it? No

22. If he is a foreigner, the status of his employment:

Indian of French nationality

a. Was he selected and sent by his country exclusively for the job:

b. Or is he an ex-teacher in the worker status:

/

c. If so, is the consent of the diplomatic mission of his country obtained for his employment;

/

23. If he is a foreigner, does he know the target language; if so, how did he learn it?

/

24. Is he able enough to be allowed to continue his service in these classes:

Yes

IV. Education

25. Is there a specially prepared textbook for the target language lessons: Yes

26. Is there a key book for the target language teachers:

No

27. Do you find the classroom library adequate:

a. For the target language lessons: No

b. For other lessons: Yes

./.

28. Are the teaching materials adequate for the purpose:

a. For the target language lesson: Yes

b. For other lessons:

Yes

29. Are there radio or TV programmes to support the instructions in the SC? No

30. Is the weekly distribution of lessons based on pedagogical necessities?

Yes

31. a. Has the ESC a specially designed programme (including clearly defined aim of the class the principles which should be observed to realise this aim; the special aim and techniques of the teaching of the target language; the contents of the other lessons and activities).

Yes

b. Is there a reasonable relationship between this special programme of the school: Yes

32. Are the teachers of the ESC familiar with the educational system of their pupil's country: No

33. Is the school administration familiar with the students of special classes well enough to help them effectively: Yes

34. Does the school succeed in establishing a close contact with the families of ESC pupils: Yes

35. Do the pupils of the ESC participate in the various activities of the school life: Yes

36. The views - requests or recommendations of the school director and the teachers:

The numbers in normal classes should be reduced so that the SEC pupils can join them on a part-time basis.

V. Other points:

VI. Comments and recommendations made by the Inspector

The experiment carried out at this school has been most useful, for it has afforded highly valuable observations, analysis and reflections on the teaching of foreign children.

However, one must not be tempted to draw hasty conclusions. For this reason, I feel that it would be useful if this year's work could be continued under the same conditions during the coming school year.

2nd Part

PSYCHOLOGIST'S REPORT ON THE SPECIAL CLASS INTRODUCED AT THE "ANATOLE FRANCE" CO-EDUCATIONAL SCHOOL IN VITRY (FRANCE) (1)

From January to June 1973, the Council of Europe carried out an experiment in France bearing on the problems of educational integration in 2 French-language classes for migrant workers' children.

Both are primary classes functioning in Paris suburbs which comprise a high percentage of migrant workers. They differ in several respects, the main distinguishing features being the following:

The class in Gagny (Seine-St.-Denis) is composed of older children aged from 8 to 15 years, mainly of Portuguese nationality, the class in Vitry (Val-de-Marne) is composed of younger children aged from 6 to 10 1/2 years, mainly of Portuguese but also of Algerian nationality.

In Gagny, the CREDIF method of learning French is used, in Vitry, the BELC method (2).

The CREDIF method called "Bonjour Line" is an audio-visual global method which concentrates on oral expression. The BELC method called "Frère Jacques" is also audio-visual but based on the manipulation of figurines on a flannel board. Both lend themselves readily to extensive adaptation by the teacher.

At the time when I was asked to take part on this experiment, I was already working on the problems of migrant workers' children in the context of an extensive multi-disciplinary research project (3) at Aubervilliers as a member of Mrs Gratiot-Alphandéry's team.

I was asked to take part in the Council of Europe study a little belatedly (at the end of March 1973) and to concentrate on a single class, the Vitry one, which is the reason for the somewhat limited scope of my contribution.

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(1) In view of the length of the report, we give only extracts from it.

(2) CREDIF: Centre De Recherche et d'Etude pour la diffusion du Français.

BELC: Bureau d'Etudes de Langues et de Civilisations.

(3) Research carried out by the UER institut de Psychologie for the Université de Paris V.

addendum IV

I. Characteristics of the Vitry class at the time of my participation

From the start of the academic year until March 1973, the class was very heterogeneous as regards pupils' nationalities (Portuguese, Algerian, Italian, Yugoslav, Moroccan, Senegalese).

The number of pupils varied constantly: some children left, others arrived, and others again were transferred to a more advanced class (15 children in September - 17 in October - 21 in November - 23 in December and January - 24 in February).

At the start of my participation in March, the class became stabilised from the point of view both of nationality: it comprised only 3 nationalities - Portuguese, Algerian and Senegalese, and numbers: there were 19 pupils until the end of the academic year.

The children's ages ranged from 6 years 3 months to 10 years 9 months and constituted a variable which made for considerable scholastic heterogeneity, since it implied great differences in the length of schooling periods and in academic level.

The socio-occupational backgrounds are very comparable as most of the parents belong to the lowest class with the least vocational training: semi-skilled workers, unskilled labourers (with the exception of an Algerian who was a building-site foreman). In 3 cases out of 10 the mother of a Portuguese family works, whereas Algerian mothers remain at home.

The pupils arrived at the school on different dates throughout the whole of the first term: the Algerians arrived mainly in November and December which is not a favourable time for starting; the Portuguese pupils arrived mainly in September, with the exception of 3: a little girl who arrived in December and - according to the teacher - adjusted very quickly, and a brother and sister who arrived in February; they had great difficulties in adapting (timidity, reserve, mutism) for some months as the other pupils in the class had already formed a well-structured group and had made a good start at learning French.

The 2 groups differ in one important respect: the Portuguese pupils receive instruction in their mother tongue (2 hours a week) but not the Algerian pupils. One wonders whether this "preferential treatment" influences the group's cohesion in the class and whether it facilitates the learning of French.

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I was therefore concerned with a young class of predominantly female and predominantly Portuguese pupils from the same kind of socio-economic background. There was a great diversity in the class as regards the age of the pupils, the date of their arrival, the length of their previous schooling, and the availability of instruction in their mother tongue.

Observation of the class

I spent 2 successive mornings in the class as my timetable did not permit me to spend more time on observation.

I was immediately baptised "teacher" by the children who received me warmly. My presence attracted their attention only briefly, for they were obviously more interested in the activities proposed by their teacher.

A. Activities at which I was present

- Language lesson: BELC method

"Who wants to play ball with me? - I cannot, my foot hurts!" - A dialogue is mimed by the teacher with 3 figurines representing 3 children with neutral facial expressions, whom the teacher brings to life by manipulating them on a flannel board.

The children then practise by joining in a kind of mimed verbal game which involves repeating key phrases and adapting them to slightly different situations: "Who wants to play cards with me?" - "I cannot, my eyes hurt!" (my elbow hurts, I have a stomach-ache, etc). While the children exchange this series of questions and answers, the teacher intervenes only to correct mistakes or mispronounciations.

- Reading exercise (with part of the class): reading of an entire short sentence written on the blackboard, followed by a word-by-word analysis : the hen is sleeping, it is ill, supplemented by a drawing representing the hen. Each child goes to the blackboard and reads the sentence, pointing out each word; the children then call out individual words in the sentence at random and he must recognise and point to them.

- Writing exercise: the children write the sentence on their slates and then in their exercise books.

While part of the class is busy with this writing exercise, the remainder, the more advanced pupils, do more complex language exercises with the teacher.

- Rehearsal of a small play: "Little Red Riding Hood". The parts are assigned according to the children's wishes. This kind of exercise is excellent for developing pupils' verbal expression and their taste for dramatics.

"Any method is worth trying if it makes the children speak. They must be taught language constructions and basic sentences which they understand and can use in games of this kind" (the teacher).

- The children have a whole range of equipment and a collection of toys at their disposal designed to facilitate communication between themselves and between them and the teacher: telephones, dolls, puppets, kitchen sets, carpentry sets, mini-shops, darts, ninepins, etc.

B. The teacher

A Frenchman of Indian origin, he was particularly conscious of the problems of young foreign children. He had taught French for 6 years in Algeria.

He knew exactly when to be firm with the children and when to be indulgent. He was calm, patient and never authoritative. He was highly respected and liked by the children with whom he did not seem to have any serious relationship problems. He was also experienced in the use of BELC method which is not simple and calls for thorough training and practice in the handling of the figurines, miming abilities and continual physical presence.

In view of the diversity in age and scholastic level of the pupils and their varying degree of maturity, the teacher must be highly adaptable and apply his methods with great flexibility.

C. The class atmosphere and the attitudes of the children

The atmosphere was very relaxed and friendly and encouraged the children to speak and to act spontaneously. At certain times they were free to speak on any topic and to come and go as they pleased. They were never excited. Their liveliness and spontaneity were never repressed but were used cleverly by the teacher to make them express themselves by words and gestures and communicate with others. The children sometimes laughed loudly at blunders (words invented or deformed in a comic way) made by their classmates but their laughter was not hurtful to the child who had made the error.

The older pupils tended to overwhelm the younger pupils with their knowledge but the teacher intervened to mitigate the effects of this tendency.

The presence of more than one child from the same family influenced the cohesion and interrelations of the group: it created either tensions or closer relations which I failed to detect through observation but which individual psychological examinations revealed clearly.

The differences in nationality between the children did not pose any serious problems because the French language spoken at school served as the common uniting factor. However, here, too, my examination of individual pupils enabled me to analyse more accurately the differences which had repercussions on interrelations within the group.

II. Psychological examination of the children

The purpose of individual psychological examinations is to find out more about the children in order to get to know them better and understand their situation in all its complexity without making judgements or classifications.

They also enable objective facts to be established for purposes of assessment and of comparison between the children.

In the child-examiner relationship the child is considered as an individual: it is a privileged relationship which is to a certain extent outside the school context but is nevertheless enhanced by the reassuring and "disinhibiting" atmosphere of the school.

Each examination lasts some 2 1/2 hours: the variety and brevity of the tests render these examinations very bearable (the children often ask to do them again).

The test: the reasons why they were chosen

- Level test: WECHSLER Intelligence Scale for Children. Identical standard situation for all, whose main object is to enable assessments and comparisons to be made.

- Drawings: a free drawing and a drawing on a set theme (drawing of a family). Graphic expression test to permit a better assessment of small foreign children without interference from the limiting verbal factor.

- A conversation of a semi-directive kind during which it is sought to form an impression of the child from what he says about himself, his family, his school, his out-of-school activities, his home country and the host country.

But as the child's ability to express himself is often inadequately developed, these conversations are often of limited value.

NB As the number of children examined was small, the results naturally do not have any statistical value.

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A. Results of intelligence-level test (WISC) (1)

Applied to foreign children, this test has advantages and drawbacks of which I am well aware; therefore I use it prudently.

Being devised for French children, the test places foreign children at a disadvantage as it is unsuitable for them. I do not therefore regard the results of the test as absolute.

Since the test puts all the children in a standard situation, it is interesting to note the differences and similarities in results and behaviour. The test is an instrument for comparison and observation.

The aim of the WISC is to establish 3 kinds of intellectual quotients: a verbal IQ (2) obtained from the results of the verbal scale (verbal test), a performance IQ obtained from the results of the performance scale (non-verbal test) and a general IQ based on the results obtained from both scales.

In view of the inability of these children newly arrived in France to express themselves verbally, most of them were subjected to the performance test only: only 3 children's knowledge of French was adequate to justify giving them the verbal test.

The division of the test into 2 scales therefore enables the foreign child to benefit from the less unfavourable conditions of the non-verbal tests. These tests permit an assessment of his non-verbal intelligence quotient which corresponds fairly accurately to his actual intelligence quotient, if not too strongly influenced by other factors which it remains for us to try and determine.

Results

Collective results: 11 of the 19 children had a non-verbal IQ within the norm (IQ 80-109), including 3 whose IQ was above average (100-109). 4 children were situated in the marginal zone (IQ 70-79) and 4 in the lower zone (IQ 50-69).

(1) Wechsler Intelligence Scale for Children.

(2) IQ = Intelligence Quotient.

Results by nationality: the highest levels were achieved by Portuguese. One good level was attained by an Algerian (IQ 90-99). However, the number tested was too small for any conclusions to be drawn from the tests.

Individual results: we had a few complete failures which did not, however, reflect the children's real potentialities.

One Algerian child became very shy and showed little interest in the tests.

The Senegalese child was highly mistrustful, ill at ease and not very co-operative (the child in question normally did very good work in class).

One Portuguese child was semi-deaf and I had great difficulty in communicating with her.

Comments on the IQs

The IQ indicates the speed at which a child adapts itself to our language, our culture and our way of thinking.

The longer a child has lived in Franc and the younger it was when it arrived, the more easily it assimilates our way of thinking and our language and the more normal its IQ becomes.

However, there were a few cases of exceptional and precocious success and a few individual cases of total failure among children who had lived in France for the same length of time. These differences were due to personal factors which it is difficult to analyse, except in the following 3 cases already mentioned:

- failure to pass the test reflecting the school situation by a child aged 10 years and 10 months uninterested in the work of the class;
- failure by a highly mistrustful, awkward child;
- failure by a semi-deaf child.

Performance in the non-verbal tests

The non-verbal scale comprises 5 kinds of tests calling for various abilities.

- Completion of pictures: ability to observe details.

- Arranging of pictures: ability to organise a story in time and space = socialised situation.

- Cubes: ability to analyse and synthesise visual and spacial data.

- Assembling of objects: organisation of space.

- Code: concentration, sustained attention, emotional control.

It is interesting to determine the kind of test in which the children are most successful and the kind in which they fail most often.

Comments on collective results

The children definitely did best in the "completion of pictures" test: 11 marks around the average, (marks 9-10-11).

I was in the "code" test that they did next best in: 7 marks around the average and 3 marks above average (2 marks of 13, 1 mark of 12).

The "cubes" test produced 5 marks around the average (4 marks of 10, 1 mark of 9).

The tests in which the children did least well were those calling for specific abilities reflecting intelligence, organisation of space and time.

- In the "assembling of objects" test 4 average marks were obtained, including one good mark (12).

- In the "arranging of pictures" test, 3 average marks were obtained, including one good mark (12).

This latter test, the least well done of all, involved a distinctly cultural factor in addition to the space/time factor: the situations represented in the pictures to be assembled reflected social situations encountered in our civilisation and culture.

Our experience with French schoolchildren of the same socio-economic level and age as the children in the experimental class prompts the following comment: in the non-verbal tests the foreign children's performance was very similar to that of French children (successes or failures in the same tests).

Performance in the verbal tests by the children to whom it was possible to apply the 2 scales:

Their IQs were as follows(1):

1st child:	VIQ	92	PIQ	107	TIQ	99
2nd child:	VIQ	83	PIQ	102	TIQ	91
3rd child:	VIQ	70	PIQ	91	TIQ	78

The verbal intelligence quotient of these 3 children, all Portuguese, was lower than their performance IQ. There were 15, 19 and 21 points of difference respectively between the 2 scales.

All 3 did very badly in the "vocabulary" test which called for a knowledge and understanding of words, and also the ability to define words by their use. Their marks were 6, 4 and 2, respectively, the best mark being obtained by the child who had been in France longest (2 1/2 years).

All 3 children also did rather badly in the "information" test which measured cultural and scholastic attainments. Their marks were 7, 4 and 3, respectively, the best mark being obtained by the child who had been in France for 2 1/2 years.

The 3 children did reasonably well in the "similitudes" test (ability to generalise) and the "comprehension" test (common sense and understanding of everyday situations).

B. Study of the free drawings

"A drawing made by a child reflects its vision of the world, the way it perceives and 'expresses' the world with its whole being" (Marie-Claire Debienne in "Le dessin chez l'enfant").

In fact, a child's drawing is far more than that; it is the result of his psycho-physiological make-up and his past experience.

We shall leave aside the psycho-analytical interpretation and focus our attention on the first aspect referred to: How does a foreign child see the world, the people around him, his surroundings?

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(1) VIQ = Verbal Intelligence Quotient; PIQ = Performance Intelligence Quotient; TIQ = Total Intelligence Quotient.

We shall try and see whether any differences can be detected from the modest samples of drawings made by children of 2 nationalities.

It is by a study of the content and subject of the drawings that we will try and determine how the child perceives his environment and how rich his imaginary world is.

1. Subjects taken from school life

7 out of the 19 drawings represented subjects taken from school life and dealt with recently in class in the form of stories told or playlets acted:

- 6 children chose "Little Red Riding Hood" as their subject (4 Portuguese, one Algerian, one Senegalese);
- one Portuguese child chose "The 3 Little Pigs" as his subject.

It is not uncommon for stories of this kind which feed young school-children's oral aggression fantasies to furnish them with ample material for drawings and influence them for more or less lengthy periods. This phenomenon is not peculiar to small foreign children.

2. Outdoor scenes

Portuguese children frequently draw such scenes. The Portuguese pupils produced: 7 outdoor scenes portraying landscapes, with or without persons; 2 drawings representing aspects of outdoor life but not really constituting a scene, a single theme.

The Algerian children drew: only one outdoor scene, without persons; 2 drawings which showed aspects of outdoor life.

The outdoor scenes varied:

- 2 outdoor scenes with classic landscape (house - trees - flowers) and persons
- one outdoor scene, without persons
- a little girl picking flowers
- a little girl in the rain
- an urban scene (houses - roads - motor-car)

- a fishing scene, with a person

- a fishing scene, without a person.

3. Indoor scenes

The Portuguese children drew very few indoor scenes: there was only one (the inside of a house, without persons) by a Portuguese boy, but the house was not the central subject of the drawing.

Only one drawing showed a family scene, the unity of the family group being symbolised by a circle drawn around the persons.

Among the drawings made by the Algerians, 3 out of 5 showed numerous aspects of domestic and interior life, all of which were connected with persons.

Comments on the subjects

Study of the subjects chosen revealed that some of the children found their source of inspiration in school life.

Another more numerous group chose the classic commonplace theme of house and landscape, thus showing a conformism characteristic of all children.

Lastly, a few children, mostly Algerians, drew aspects of interior and domestic life.

This difference in the frequency with which subjects were chosen - outdoor life by the Portuguese, indoor life by the Algerians - prompts the following question: Does family life, indoor life, make a greater impact on the Algerian child to the extent of influencing his imagination?

This tendency revealed by our analysis encourages us to continue our study of the subjects chosen for free drawings and to extend it to a large number of foreign children.

Wealth of aspects represented and socio-cultural characteristics

- The house appeared in 16 out of the 19 drawings. It was the central subject in the outdoor scenes.

I counted a total of 25 houses in the drawings of the Portuguese, but only 4 houses in those of the Algerians. 2 Portuguese children drew houses with certain Portuguese characteristics: white, square houses with a flat roof typical of certain areas of Portugal.

There was no drawing of a castle, although this is a favourite subject with children of the same age in our country, nor of a tenement block.

Landscape features

There were many flowers and trees but few suns: the sun was shown in 2 drawings by Portuguese children and in one drawing by an Algerian child (small, uncoloured sun). The sky was very rarely represented: twice. Water appeared in only 2 drawings. The landscapes were not very varied (no mountains, no sea).

It is interesting to speculate on the reasons for this relative absence of natural features.

Features of indoor and domestic life

These were rich and varied in the drawings of the Algerians: carpets, brush, umbrella, domino, apple, tables set for a meal, tables with flowers, television sets, many domestic animals.

They were rare in the Portuguese drawings: a table set for a meal, a tomato.

The carpet shown in the drawing of an Algerian child is a common household object in Algeria.

Aspects of social life

- 3 television sets in Algerian drawings, none in Portuguese drawings.
- 4 cars in Portuguese drawings, none in Algerian drawings.
- Ships appeared in 4 drawings.
- A magnificent bus with a loaded roof, characteristic of the buses one sees in the Algerian countryside, in the drawing of an Algerian girl.
- A donkey, main means of transport in many Algerian country areas, in the drawing of an Algerian boy.

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Elements from social life were seldom represented, considering the place occupied by motor cars, television sets, ships, rockets, aeroplanes, etc, in the drawings of small French children..

Persons

Persons were portrayed in 11 out of 13 Portuguese drawings and 4 out of 5 Algerian drawings:

- figures from fairy tales or religious tradition
- 5 Little Red Riding Hoods
- 3 Little Pigs
- one Father Christmas
- persons met with at school.

Persons in action

- one fisherman
- a man driving a car
- a little girl picking flowers
- a little girl in the rain

Persons from the family circle

- a complete family (one boy, one baby, father, mother)
- men - women
- little girls (drawn very frequently)
- little boys.

It is interesting to note the absence in these children's drawings, particularly those of girls, of fairy godmothers, queens or witches, figures often represented in the drawings of little French girls. It must be remembered that in our civilisation such figures appear mainly in children's books, children's films and on television.

Summing up, we may say that socio-cultural objects from everyday life in the children's home country appeared in both the Algerian (carpet, donkey, bus) and Portuguese (type of houses) drawings, revealing the still recent impact of the home country.

On the other hand, few aspects of our socio-cultural life or of the modern urban surroundings in which the children live appeared in their drawings. Apart from the subjects inspired by the recent influence of the school, and already mentioned, the drawings contained few of the subjects dear to French children of the same age: castles, fairy godmothers, queens, aeroplanes, etc.

It would be interesting to see how the subjects and content of the drawings change as the children's integration progresses.

We could learn a great deal about the individual child from a study of other aspects of the free drawings (use of space - use of colours - how the picture is drawn - the child's attitude - the time spent on the drawing) but we had to confine ourselves to studying the content.

C. Study of the drawing of a family

We asked the children to draw "a family" and not "your family" so that the detachment allowed by the term "a family" might encourage the children to express themselves freely and uninhibitedly.

2 children were unable to do the drawing, one because he was receiving eye treatement, the other because he did not understand the instruction.

We shall analyse only a few of the abundant aspects of this drawing and try to see whether differences between nationalities can be detected.

1. Composition and structure of the family group

The family groups were composed as follows:

- 2 parents with one child: twice (2 Portuguese)
- 2 parents with 2 children: 6 times (5 Portuguese - one Algerian)
- 2 parents with 4 children: twice (one Portuguese - one Algerian)
- Mother and one child: twice (one Algerian - one Portuguese)
- Mother and 3 children: once (Portuguese)
- Mother and 4 children: once (Algerian)
- 4 children without parents: once (Senegalese).

The most frequent composition is therefore that of 2 parents with 2 children (a boy and a girl). Yet this composition corresponds only in a single case to the actual composition of the child's own family.

In the 5 other cases the pupils omitted a brother or sister so as to have the 2 children which would seem to them an ideal number, although in all 5 cases the family had, in fact, 3 children.

In the 17 drawings, 14 families portrayed were imaginary families, closely approaching the composition of the child's real family but with significant omissions.

Only 3 children drew a family whose composition together with the sex and age of its members corresponded to those of the real family. In 14 drawings the family group portrayed was therefore smaller (as a result of omission) than the real family.

Does this mean that the child unconsciously wished for a smaller family? Was he influenced by the families proposed as models by our society? Can it be concluded that the family responsibilities which are often imposed on the older children make them wish for a less large family.

Comment: Out of the 4 couples of children from the same family who were in the Vitry class, 2 indulged in clear scotomisation: 2 sisters aged respectively 6 years and 5 months and 9 years and 2 others aged 6 1/2 years and 10 years entirely omitted to portray a sister of the same age as the sister in the class; both the older and the younger sisters did this. This phenomenon says quite a lot about the unconscious psychological tensions which the presence of a sister, whether much older or much younger, in the same class may entail.

Only in 2 cases did Portuguese children add persons. Does this broader conception of the family, comprising grandparents, uncles and aunts, constitute a socio-cultural characteristic? There are too few drawings for us to be able to confirm this.

2. Mother images - father images - kinds of family relationships

Great importance is attached to the mother in all the drawings, in which she occupies a privileged place. In 10 out of the 16 drawings in which the order the figures were drawn in can be established, she occupies the forefront.

Even where she does not, other details reveal the importance attached to her: her size, much bigger than the other persons or the father; more elaborate clothing details; a more complete bodily outline; a more varied expression and more varied facial details.

This phenomenon was noted in both ethnic categories. In 2 out of 5 Algerian drawings the mother's clothing was characteristic of the home country: turban on the head, long frock with big flowers on it, there were also a few typical houses (square, low, with a terrace roof).

Only in one drawing was a mother-daughter relationship clearly portrayed, but in another drawing (without parents) there was a big sister taking a little brother's hand in a very motherly way.

The father occupied a secondary place: in 5 out of 17 drawings the father was omitted (twice by Algerians, twice by Portuguese. once by the Senegalese child), while the mother was omitted from only one drawing. He often coopied second place in the drawing of the family (7 times); in certain cases he was represented as smaller than the children. He was not always differentiated sexually and was often shown as debonair and unobtrusive.

In only one drawing, by a Portuguese boy, was the father given importance and pride of place and drawn big and in profile. In one drawing only was a close relationship between father and son clearly discernible and expressed in a dynamic way.

In 6 cases the father-son relationship was one of simple proximity.

Although one should be wary of making deductions from these facts one cannot help speculating about this absence and diminution of the father's image in the drawings of these children.

D. The talks - their content

In the talks 4 types of problems were broached.

a. How does a child feel about its family situation?

I will dwell only on those aspects of family life which are easily definable. Family relationships (between child and child, mother and daughter or son, father and child), the role and place of the members of the family are concepts which are difficult to discuss with young children with a limited knowledge of French.

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For most of them the father's work was a vague notion. To the question "What does your father do?" the child replied "He works" without being able to explain where - except in a few cases ("He is a builder").

Predominantly female, the group had a more precise and more concrete idea of the mother's work. "She does housework, she looks after babies, she cleans for another lady...". It was not rare for the girls to identify themselves with their mother's example when asked "What will you do later on?".

For 5 of our children the home atmosphere had become unhappy because parents had had to cease working (at the time when our talk took place) as the result of an accident or an illness, on which the children commented spontaneously and at length.

The children had chores to do at home: the older girls of the class had to look after a little brother or sister, washed and dressed them and often took them to school. Some did washing ("I wash the trousers, the frock..."), others did ironing, still others cooked in the absence at work of the 2 parents. All did shopping. Some admitted rather proudly that they were teaching their mother French.

Most of the children described their home as "big". Out of 14 children who were asked "Where do you sleep - with whom?" 11 replied that they shared a room with a brother or sister, 3 said they had a room to themselves. According to the children, none of them shared their room with more than one other child.

b. How do they feel about their school life?

The favourite activities: in the case of the very young children who had never gone to school before, these were writing, "copy work" and drawing. One child referred to the fact that they could go to the back of the class to play with "the shop".

In the case of the older children, the favourite activities were: writing, reading, dictation, arithmetic; when speaking of their preferences, the children's talk was punctuated with phrases showing their desire to please adults and their conformism: "We must write well...we must work well...we must read well to be able to go on to a higher class...".

One young child spoke with pleasure of the Portuguese lessons: "I like to speak Portuguese with the teacher".

The teacher was spoken of as someone good, kind and deserving of respect: "He is big, I am little and I call him Sir". His fortuitous absence one afternoon upset one of the little girls: "I don't like it when he is not there".

During recreation the children chose as friends other children of their class and the ethnic groups mixed freely; the children also made friends with children of other classes, but only those that were foreigners like themselves. Only one boy who had been in France for 2 years had both French and foreign friends.

Almost all the children lunched in the canteen (because they lived too far away to go home); but they were all happy to eat there and did not want to go home for lunch even when it was possible.

On the whole the children therefore liked school: they played there, had their friends there, a nice teacher and pleasant activities. This information and these impressions gathered from the children must obviously not be regarded as absolute, but they nevertheless show that the children's reaction to the school is favourable.

c. Out-of-school activities

Television occupied a big place in the children's leisure pursuits: 11 out of 14 children asked about it said they had television, the others said they went to watch it with neighbours. TV is watched on Wednesdays (children's programmes) on Sundays and in the evening, but usually not very late.

Pinocchio, who was the hero of a TV series during the Christmas holidays, was mentioned twice. In general the children did not enlarge on what they had seen, but merely said that they had watched "films".

Walks with brothers, sisters or friends and visits to relatives took up a part of Sunday and Wednesday.

The children often referred to the games they played with friends or brothers or sisters in the courtyard of their block or in a room of the flat. 2 children spoke of cycling trips, one boy of roller-skating, another boy of playing football with friends. Only one child spoke of going to the swimming pool. None of the children were members of a club, a youth centre or church club.

The children's cultural assimilation may seem very limited but in fact their activities do not appear to differ greatly from those of French children from the same socio-economic and urban environment.

d. Emotional impact of the home country - desire for integration

In 12 cases where the home country was mentioned during the talk, the child's reaction was highly positive.

The reasons given by the child for liking it in the home country were generally purely affective: "There are cakes, cream ... I have my doll ... you're not smacked, you can play ... it is nice there because there are shops, motor-cars, trees and flowers...I have many relatives who are very nice to me...there is my grandmother, my uncles...there are many boys and girls to play with me...there are horses".

The 2 children who said that they did not like their country did not explain why. One of them said "I like it in Vitry".

10 children answered the question: "Do you prefer to live in France or in your own country?"

6 replied frankly that they "wanted to remain in France".

2 wanted to return to their country to live there.

2 gave a more subtle reply.

The children gave the following reasons for wanting to remain in France:

- "There are houses, there is heating.
- In Portugal I do not have hot water.
- It is prettier here; there are many boys.
- Here there are many boys to play with.
- In Algeria there are no roundabouts or seesaws.
- Here one can learn to speak French."

As can be seen, the reasons given are connected directly with childhood pleasures (games, friends) or dictated more or less by the parents' influence (material comfort - learning French).

In this short study, there is nothing to indicate whether the foreign children have a desire for integration; such a desire must obviously follow from the parents' own desire for integration and their reasons for emigrating. It was impossible to broach these aspects in this short study.

Comments on the experiment - its limitations - its omissions

In view of my brief participation in this study (2½ days a week for 3 months) I had to limit my choice of problems to be studied.

My experience of the BELC method is too slight for me to express an opinion on it.

In order to be able to define the problem of these children's verbalistic level and to answer the question concerning the contribution made by the teaching of the mother tongue at school, it would have been essential for me to have the assistance of a linguist conversant with the language problems of foreigners.

Lastly, it is perhaps regrettable that a psychologist was active in only one of the 2 classes involved in the Council of Europe experiment.

POPULATION AND VOCATIONAL TRAINING DIVISION

Strasbourg 25 October 1973

restricted
addendum V to
RS 233 (73)
Or. Fr. and Engl.

SPECIAL REPRESENTATIVE'S ADVISORY COMMITTEE

COUNCIL OF EUROPE
SPECIAL EXPERIMENTAL CLASSES
FOR MIGRANT WORKERS' CHILDREN
Academic year 1972-73

REPORT ON SPECIAL CLASS AT THE RINKEBY SCHOOL (Stockholm, Sweden)

This memorandum contains the information sent to the Secretariat by the Swedish Ministry of Education on the special class held in 1972-73 at the RINKEBY School (Stockholm, Sweden).

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RS 233 (73)
addendum V

PREFACE

This brief description draws upon the following sources:

1. A project carried out at the Institute of Psychology, Stockholm University, to satisfy requirements for a degree (App. 1).

2. A summary report from the Pedagogical Centre, City Education Authority, Stockholm (App. 2).

3. A brief description of experimentation with the subject of handicraft (App. 3).

The research officers were Sven Martinsson, associate professor pro tem with the Pedagogical Centre in Stockholm and Yvonne Waern, senior lecturer with the Institute of Psychology at Stockholm University.

Continuous contact was maintained with Margareta Ek, expert with the National Board of Education.

A reference group consisting of the persons named above, headmaster Ingrid von Uexküll and director of studies Bo Nordquist at the Rinkeby School and the educational advisers for immigrant instruction at the Stockholm Education Authority, Meri Forsberg and Bertil Jacobsson, have followed the day-to-day activity. The group's meetings were attended by the teachers in charge of the immigrant classes.

A special working party consisting of 4 teachers of textile work, woodwork and metalwork has prepared, in conjunction with this study and in partnership with the National Board of Education and the Stockholm Education Authority, a set of illustrative and textual materials for adaptation to immigrant pupils in the subject of handicraft.

1. BACKGROUND

The investigation was carried out in an upper department unit (grades 7-9) of basic school inside the Rinkeby area in Stockholm. It should be pointed out that the Rinkeby School is not representative of Stockholm's schools, and even less so of the rest of the country: that is because it has an unusually large proportion of immigrant pupils, amounting to about 30% of the total enrolment (out of 302 pupils 90 are immigrants). Of the immigrant pupils about 45% are of Finnish origin and about 35% Turkish.

The school's catchment area is characterised by considerable socio-economic problems. To the same extent as the local immigrants, the Swedish population in Rinkeby is characterised by comparatively low social status and its related problems of social adjustment.

However, it is likely that the school's special character offers a great variety of viewpoints on the situation of immigrant pupils, which is to the good, considering the investigation's problem-cataloguing focus. That is also the reason why Rinkeby in particular was chosen for a special study. On the other hand, this complexity generates obvious difficulties when it comes to identifying a conclusive causality behind possible problems. That in turn limits the scope for formulating constructive proposals for improvements on the basis of the results.

Organisation of immigrant instruction at the Rinkeby School

The Rinkeby School contains all the facilities for immigrant instruction that are prescribed by the official syllabus:

- Preparatory classes for newly-added immigrant pupils.
- Auxiliary teaching a. Swedish for immigrant children in regular class
  b. supervision of study in other subjects given in the home language.
- Voluntary instruction in the native language (home language) throughout the school period.

Preparatory classes are available to pupils who do not know enough Swedish to attend Swedish classes. There is one Finnish preparatory class (7 pupils) and two such classes for other immigrant pupils. The 2 latter classes are divided up according to knowledge of Swedish, one for beginners and one for more advanced pupils. The beginning

class contains 13 pupils (12 Turkish and one Hungarian) and so does the more advanced class (8 Turkish, one Polish, one Yugoslavian, one Greek and 2 Portuguese). The pupils attend Swedish classes in non-theoretical subjects (handicraft, physical training, domestic science and drawing) and, in occasional instances, in some other subject.

The Finnish preparatory class has one bilingual teacher who looks after instruction in Swedish, study supervision and instruction in the mother tongue.

Each teacher in charge of the other preparatory classes looks after instruction in Swedish, while special immigrant teachers attend to study supervision and instruction in the mother tongue (2 hours per week of study supervision and 2 hours per week of instruction in the mother tongue). Instruction in the mother tongue is voluntary.

A strengthening has been made for the Turkish group so that one Turkish teacher supervises study of civic orientation subjects and another Turkish teacher does the same in respect of mathematics and nature-orienting (basic science) subjects. All instruction in these subjects has been assumed by these teachers.

The pupils may take English at beginner level after ordinary school hours. Other lessons are then exchangeable.

In each of the subjects of woodwork, metalwork and textile work, provision is made for two extra hours per week to adapt newly-added pupils to these subjects, which may involve certain safety risks.

Provision was made to strengthen instruction in music and drawing for one class of many immigrants, with the result that 2 teachers now share these duties.

Pupils who have left the preparatory classes take 4 hours of instruction per week in Swedish and most of them also take 2 hours of instruction per week in the mother tongue (optional).

The Turkish pupils receive the extra study supervision described above. A tailor-made curriculum in technology and handicraft/domestic science is available to pupils in grade 9. Turkish pupils beset by above-average difficulties take special instruction.

Pupils leave the preparatory classes after individual evaluation and by means of successive transfers.

Investigated groups

Two immigrant classes were selected for investigation: a class with 13 pupils of whom 12 were of Turkish origin, and one with 7 Finnish pupils. All pupils were in the age range from 14 to 16 years and were formally enrolled in one of the upper department grades: 7, 8 or 9.

Since these classes continuously admit and sluice out pupils, it follows that study progress in any one class varied in extent. The Finnish pupils had spent 1/2 to 2 1/2 terms in their class. All the Turkish pupils had been admitted to their class during the autumn term of 1972.

Participation in the study of skills in the Swedish language, which was carried out as a degree-qualifying project at the Institute of Psychology, numbered 10 Turkish pupils, 5 boys and 5 girls, all of them from Kulu, an agricultural district some miles south of Ankara, as well as the 7 Finnish pupils, 4 boys and 3 girls, who came from urban settlements in Finland. Members of the latter group had gone to Finnish schools for periods ranging from 5 to 8 years, the different lengths being due to year of emigration. The Turkish pupils were deemed to share certain cultural and educational variables in common.

2. RESEARCH DESIGN

2.1 Scope and limitations of the study

To permit proper understanding of the school's internal conditions - in this case the situation of immigrant pupils - the school should be seen as one part of the larger society. Since a research project on this scale was ruled out because of the heavy resources this would entail, we had to restrict our ambitions to studying the school as such without - other than in exceptional cases - being able to cast side glances at the immediately surrounding or neighbourhood society.

2.2 Objective

The overriding objective was to map out the situation of immigrant pupils in the Rinkeby School. This could not be done until the following circumstances were first explained:

- The school's organisational structure with emphasis on material and manpower resources intended for the immigrant pupils.

- Contacts between members of the school staff.

- Contacts between the school and the larger society. (As already noted, the focus here is confined to the school's perception of these contacts).

- Attitudes to the situation of immigrant pupils held by the parties concerned.

- Opportunities to test and diagnose the pupils for their achievements and skills.

2.3 Method of investigation

Questions were put to representatives of different functions in the school society. Direct interviews were used wherever this was feasible. In cases where the particulars we asked for were of a character that the informant could not specify, we resorted to questionnaires. Standardised tests were administered to pupils to assess their achievements.

3. RESULTS OF THE INTERVIEWS

The respondents could be divided into 6 categories on the basis of their attitudes to the problem area: 1. Headmaster, director of studies, welfare officer, psychologist and school nurse. 2. Recreational assistant. 3. Auxiliary teachers. 4. Pupils. 5. Class superintendents. 6. Preparatory class teachers.

3.1 Headmaster, director of studies, welfare officer, psychologist and school nurse

On most questions this group shared a substantial unanimity of views. According to the group, the integration of immigrant pupils with the school was obstructed by the following circumstances:

- The society's difficulties of integrating immigrants.

- The large proportion of immigrant pupils in the school. There were enough pupils from Finland and Turkey to enable them to form their own peer groups. Relations between these groups and the school's other pupils were highly antagonistic.

- The proportion of immigrant pupils per class varied considerably. Some classes had a mere handful of immigrant pupils, while in other classes these pupils were in the majority. Groups strongly tended to form nation by nation in the latter type of classes.

- Contacts between the school and the parents of immigrant pupils were unsatisfactory owing to language difficulties, working conditions of the parents (in many cases both father and mother were gainfully employed), parental lack of understanding for the school's values.

- The school had great problems with its Swedish pupils. Rinkeby is in several respects a problem area, to which the inhabitants have usually moved more or less involuntarily for lack of other alternatives. A great many of Rinkeby's Swedish inhabitants come from the countryside and to some extent may be said to have the same adjustment difficulties as those who moved in from abroad.

Further, the group pointed out that it would be desirable to have better and more intensive contact with the Child Welfare Board. The group wanted to see better two-way communication between immigrants and Swedes in regard to the disparate living conditions.

Head teachers and other staff in charge of pupil welfare both observed that their mutual relations were marked by good contacts and a co-operative spirit. Attention was also called to the positive and understanding attitude that the City Education Authority took to the school's problems. At the same time the need was stressed for additional resources, since the staff was currently putting in far too much over-time work.

3.2 The recreational assistant

Where recreational activity is concerned, it has proved difficult to bring both immigrant pupils and Swedish pupils into the same groups. Many Swedish pupils did not want to belong to groups in which participation had been sought by immigrant pupils. The immigrant pupils formed their own recreational groups, which were working out well.

3.3 The auxiliary teachers

Since the majority of immigrants came from Finland and Turkey, 2 auxiliary teachers were interviewed, one Finnish and one Turkish. So as to gain added insight into the situation of other immigrant pupils, we also interviewed the Greek auxiliary teacher, who had no more than a few pupils in the Rinkeby School.

The attitudes of auxiliary teachers to the problems of their pupils varied with the specific situation of the language group. Even so, these teachers held a consensus of view on the following:

- Immigrant pupils as well as their parents were made the obvious targets of discrimination. Epithets such as "finnjävel" (bastard Finn), "svartskalle" (blackie) and "tattarunge" (gypsy brat) were of common occurrence.

- Most parents of immigrant pupils had come to Sweden to find work and earn as much money as they could. These expectations had seldom been fulfilled; consequently discontent was rife and the majority wished to return to the country of origin as soon as circumstances would permit. But their children, in spite of the discrimination they had to put up with, felt more positive towards Sweden and were influenced by Swedish norms to a greater degree than their more isolated parents. This distinction between the immigrant parents and their children had led in many cases to serious conflicts within the families.

The Finnish auxiliary teacher

According to the Finnish auxiliary teacher, the homeland and Sweden did not differ so very much in their cultures. By and large, however, the Finnish groups were more inhibited and passive than other pupils in the school. They usually formed their own peer groups, and some antagonism between these and the other pupils could be observed.

This teacher's contact with the parents of the pupils functioned all right most of the time, since the majority of these parents supported the school's values. The auxiliary teacher's welfare duties were of secondary importance, since adequate opportunities for help from other authorities in the area were available to Finnish immigrants. The Swedish school authorities gave the auxiliary teacher all the help she considered necessary.

The Turkish auxiliary teacher

In recent years more and more Turkish immigrants have made for Rinkeby, which has become a Turkish enclave of sorts in the Stockholm region. For cultural and social reasons the Turkish immigrants find it very hard to get by in Sweden. Even though most of them came to Sweden 6-7 years ago, only about 10% speak Swedish. About 50% of the Turkish immigrants are still illiterate. The religious and societal norms are usually incompatible with their Swedish counterparts. Moreover, the Turkish immigrant community is itself torn by inner discord (usually reflecting the urban-rural split).

Hence the outlook for integration with the Swedish school system was not very auspicious. This was particularly true of the Turkish girls, whose traditional role in society differs more markedly from the Swedish conditions than may be said of the Turkish boys.

Antagonisms between the Turkish group and the school's other pupils were intense, often finding outlet in "punch-ups".

The Turkish auxiliary teacher largely lacked adequate educational aids in Turkish. He felt he needed more hours per week to give instruction in the home language. His welfare duties were very heavy and could not be discharged within the allotted time of 4 hours per week. The auxiliary teacher was involved in virtually all contacts between the Turkish homes and the school (checked up on pupils' absences, translated messages, interpreted to the welfare officer and psychologist etc). He also handled a large part of the dealings between Turkish homes and other authorities, since very few of these agencies employ Turkish-speaking staff.

The Greek auxiliary teacher

According to this teacher the Greek immigrant pupils did not find it hard to integrate with the school. Their easier adjustment stemmed from (a) the fact that they were not of sufficiently large number to form their own peer groups; and (b) the rather positive attitude to Sweden held by the Greek immigrants. However, efforts to improve the conditions left a great deal to be desired.

Educational aids in the Greek language were in very short supply. The aids recommended by the National Board of Education turned out to be more or less useless, since they expressed a social philosophy that could not be reconciled with the Swedish conception of democracy and of human rights and freedoms.

3.4 Pupils

So as to form an idea of how the Swedish pupils regarded the immigrant pupils, interviews were conducted with 12 pupils (equivalent to about 6% of the school's Swedish pupils). Two girls and 2 boys were selected at random from each grade. The interview responses are briefly summarised below.

Most of the pupils felt negatively towards the immigrant pupils, the Turkish ones in particular.

In view of this negative attitude, it was striking to note how many of the interviewed pupils were on mixing terms with one or more immigrant pupils. However, only one of these contacts had been nurtured to the point where the Swedish pupil visited the immigrant friend's home.

None of the respondents thought it a plus to go to a school with immigrant pupils.

Compared with the intentions of the Swedish syllabus, these results leave much to be desired as regards the willingness of Swedish pupils to help their immigrant classmates with the integration process.

3.5 The class superintendents (homeroom teachers)

All 12 class superintendents were asked to fill in a questionnaire towards finding out about the situation of immigrant pupils in the regular class.

The class superintendents thought that the immigrant pupils - the Turkish ones in particular - had adjustment difficulties and that their knowledge of Swedish was not enough to enable them to keep up with the common class instruction.

Further, it was pointed out that contacts with the immigrant pupils were satisfactory in the main, but that contacts with the parents of these pupils were virtually non-existent.

Various improvements were proposed, among them better information to the immigrants as well as to the school's staff and pupils about the living conditions of each of these interested parties. Moreover, more instruction in the Swedish language for immigrant pupils was necessary.

3.6 The preparatory class teachers

The 3 preparatory class teachers filled in (a) a questionnaire about their own work situation and (b) one questionnaire for every pupil in each of the preparatory classes.

3.6.1 Work in the preparatory classes

Diagnosis of immigrant pupils for their achievements and skills

Newly-added immigrant pupils have their knowledge of Swedish rated by one Swedish teacher and one foreign teacher along a five-point scale. This rating is used to determine whether or not to assign the pupil to a preparatory class. One is reduced to this subjective evaluation since as yet there is no instrument that is capable of diagnosing the achievements and skills of immigrant pupils.

The preparatory class teacher in the Finnish class found no major problems in this respect, considering that the report cards from Finland provided a perfectly sound basis for assessing achievements and skills.

By contrast, the two other preparatory class teachers had found it very hard to diagnose the previous attainments of their pupils, since any report cards or statements of opinion emanating from earlier schooling lent themselves only exceptionally to evaluation under the Swedish school system.

Educational aids

Pupils attending the Finnish preparatory class were amply supplied with educational aids in the subject of Swedish, inasmuch as the aids used in Finland are well suited to Swedish instruction of Finnish pupils in Sweden.

The situation was worse for preparatory class pupils from other countries. Educational aids in the subject of Swedish intended for these immigrant pupils at upper department level were in very short supply.

It is relevant in this context to mention that an experiment is under way in the Rinkeby School: the wording of directions, in the native tongue of immigrant pupils, on the use of materials in handicraft instruction. This experiment has 2 objects, first to guard against accidents; and second, to enable the immigrant pupils to benefit reasonably well from handicraft instruction at an early stage.

Information about the new environment

Given the absence of ready-made material in the pupils' home language, it turned out that very little could be done to inform immigrant pupils in the preparatory classes about their new environment.

Only a few study visits had been made to Rinkeby and downtown Stockholm, the reason being that it was hard to fit such visits into the school schedule.

The transfer from preparatory class to regular class

As soon as the immigrant pupils were thought to have a satisfactory command of Swedish, they would be moved over to a regular class. To make the transfer easier, the preparatory class teacher would introduce the pupil to teacher and pupils in the receiving class. The immigrant pupil would also be introduced to other pupils in the school who spoke the same language.

Other problems for the preparatory class teachers

The preparatory class teacher in the Finnish class did not find any major problems under this head. The other 2 reported the following difficulties:

- The absence of a language shared with the pupils and the lack of knowledge about their cultural backgrounds gave rise to formidable communicating problems.
- Most of the pupils had attended schools of a pronounced authoritarian character back home and readily tended to adopt disrespectful attitudes when they were confronted with the relative absence of punishments in the Swedish schools.
- Some pupils regarded their stay in Sweden as temporary and were therefore not motivated to study.

3.6.2 Pupils in the preparatory classes

At the time this study was made pupils in the beginning class had spent on average a bit more than one term in that class. The average worked out at more than 3 terms in the 2 other preparatory classes. Thus the hope expressed in the syllabus, namely that a few weeks of preparatory class would be enough, did not prove to square with the facts of life in the Rinkeby School.

By and large, the contacts of preparatory class pupils with schoolmates other than those in their own language group were just about nil. Intra-group contacts were all the more intensive.

The preparatory class pupils felt largely positive towards the school. In most cases there was no cause to criticise their adjustment to the school's rules.

No pronounced differences could be observed between the different language groups concerning their knowledge of Swedish. This is remarkable when one considers that the Finnish pupils appear to be much better qualified.

4. IN-DEPTH STUDY OF TWO PREPARATORY CLASSES

The 2 preparatory classes which exclusively consisted of Finnish pupils (numbering 7) and of Turkish pupils (10) were subjected to a more penetrating study (1). A couple

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(1) Bondreé, A-B and Nilsson, E: "Invandrarbarn i förberedelseklasser Examensarbete CDI. Institute of Psychology, Stockholm 1973.

of new tests were tried out to find out more about the pupils in terms of their intellectual ability and knowledge of Swedish. The following tests were administered: SPIQ II, which is a verbal ability test; and DPI, a test battery standardised for 2,200 immigrant pupils which measures (a) reading comprehension, (b) hearing comprehension, (c) free composition, written, (d) free composition, oral and (e) non-verbal ability test (logical, spatial and numerical factors).

Other information about the pupils was also gathered, such as personal and teacher estimates of their Swedish achievements and the time spent in preparatory classes.

Although the groups are too small to permit general conclusions to be drawn, certain results suggest problems which are deserving of closer study:

- Girls and pupils with higher estimated knowledge of Swedish instruction than boys and pupils with lower estimated knowledge of Swedish.

- A longer time spent in the preparatory class does not always signify a higher estimated knowledge of Swedish.

- The Finnish group performs better on ability tests and tests in Swedish than the Turkish group, but on an average both groups fall below the arithmetic means for immigrants.

- Over half the pupils reported that they seldom or never talked to Swedish schoolmates. These pupils also scored lower on the tests in Swedish. A similar correlation seems to obtain between test scores and "speaking Swedish at home".

- Practical difficulties arose in connection with the questionnaires circulated to parents. These had to be translated and interpreted by persons other than the research officers, which left room for misunderstanding. Non-response was great, especially for the Finnish group (36%).

- To judge from the responses that came in, the Finnish group figured on remaining in Sweden, while most members of the Turkish group felt unsure about what they would do.

- Of the Turkish parents, few had taken courses in Swedish, a finding that was especially true of the mothers.

Summing up, we can say that a further check-out and, if necessary, construction of diagnostic material is desirable. The tests used show very low scores for the immigrant pupils. This result was expected, since those pupils who go to preparatory class are the immigrants who find it hardest within their group to adapt to instruction in a regular class, partly because they know so little Swedish. What makes the whole thing problematic is the long time that some pupils have spent in the classes without apparently having made any noteworthy progress in the Swedish language. This may involve pupils beset by general learning difficulties, which is bound to complicate the learning situation. Perhaps a quite different methodology is needed to cater for pupils who, apart from having to adapt to a new cultural pattern and learn a new language, also have to cope with learning difficulties.

5. RECAPITULATION OF THE RESULTS

By way of summary, the situation of immigrant pupils in the Rinkeby School as mapped out by the Pedagogical Centre may be said to have produced the following results:

1. The school has made use of all the resource potentials that are mentioned in the supplement, "Instruction of immigrant children etc", Official Syllabus for the Basic School, 1969.

2. In spite of this and notwithstanding the unusually positive and willing-to-work atmosphere that prevails among the Rinkeby School staff (to which virtually all its members bore witness), the situation of immigrant pupils is unsatisfactory on various counts as follows:

- The interpersonal relations of immigrant pupils and the school's other pupils are bad. For the most part, immigrant pupils associate only with pupils within their language group. The Swedish pupils take a preponderantly negative attitude to the immigrant pupils.

- The integration of Turkish pupils stands out as the most problematic when immigrant pupils from different language areas are compared.

- The immigrant pupils do not enjoy satisfactory opportunities of keeping up with the regular instruction on a par with Swedish pupils. In spite of their earlier assignment to preparatory class, the immigrant pupils usually lack sufficient command of Swedish.

- The inadequacy of instruments to diagnose pupils for their achievements and skills makes it hard to teach a preparatory class (even so, the report cards that Finnish pupils have from the home country can make a serviceable data base on which to evaluate newly-added pupils).

- It is hard to determine whether a pupil has general learning difficulties.

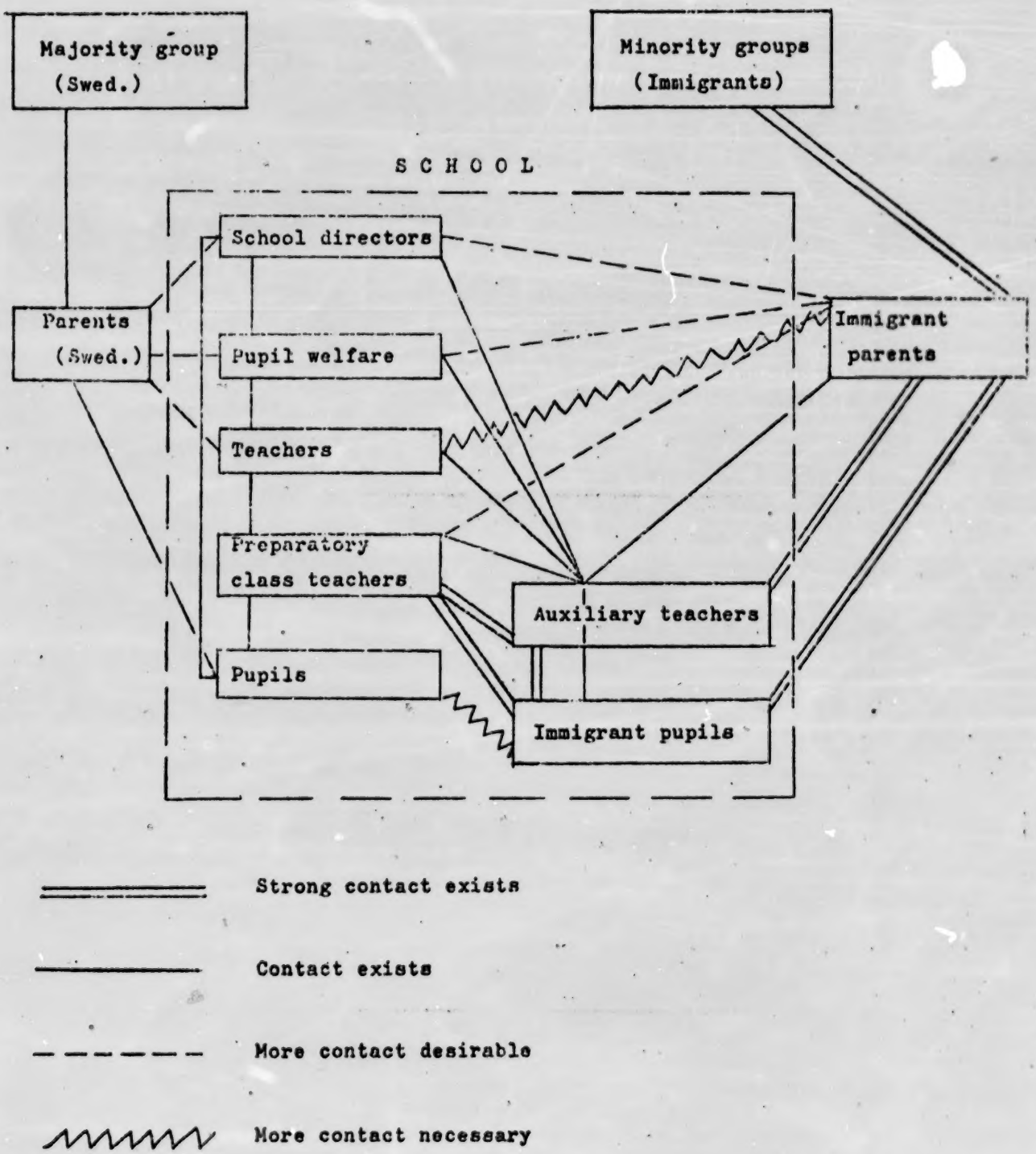
- The intention of the official syllabus as regards repeated study visits for purposes of orienting immigrant pupils to the society is working out poorly in practice because the school schedule is relatively inflexible.

- The preparatory class teachers who do not speak the language of their pupils felt that the absence of a common language and insufficient insight into the pupils' cultural background caused major problems of communication.

- It turns out that assigning newly-added immigrant pupils to preparatory class for a few weeks, as recommended by the syllabus, does not accord with practice in the Rinkeby School. On an average, a pupil spends a bit more than 3 terms in preparatory class.

- In spite of the efforts that have been made, the school's contact with the parents of immigrant pupils is defective.

CONTACT ROUTES IN THE RINKEBY SCHOOL



6. PROPOSALS FOR IMPROVEMENTS OF IMMIGRANT INSTRUCTION

In spite of the study's limitations (see page), some of the results would appear to be valid also for other schools.

1. It may be assumed that contact-difficulties with the parents of immigrant pupils constitute a problem shared in common with most schools having immigrant pupils. The ability of any one school to solve this problem will of course very much depend on the ability of the larger society to look after the immigrants in a manner acceptable to all parties concerned.

Conceivably, improvements could result from taking the following measures inside the school:

- The school staff should be given better and more information about the cultural background of immigrants and the reasons why their adjustment to the Swedish society is particularly difficult.

- The parents of immigrant pupils should in their turn be given better and more information about the school's conditions and about the children's needs of education on which to base their future careers in Sweden.

- Schools with many immigrant pupils should be given

  a. extra appropriations to arrange parent-teacher meetings adapted to the parents' working conditions, cultural background, language difficulties etc.

  b. greater capabilities to permit engaging bilingual personnel for such things as welfare concerns, arranging parent-teacher meetings, and communicating information from the school to the parents and from these to the school.

2. The difference between language groups as regards their prospects of integration with the school.

- The allocation of resources should be fitted to the linguistic and cultural uniqueness of immigrant pupils from the Swedish standpoint. Pupils from cultures totally alien to the Swedish culture should, in reason, lay a greater claim to resources than pupils from cultures that are more kindred to the Swedish.

3. Access to diagnostic instruments in connection with the instruction of immigrant pupils.

- The shortage of diagnostic instruments for the achievements and skills of immigrant pupils should be remedied as soon as possible. In the present situation there are obvious risks that the absence of such instruments gives rise to a faulty use of resources with preparatory classes and thus impairs the instruction of immigrant pupils. Further, the ability of a preparatory class teacher to make a correct assessment of the prerequisites governing the transfers of pupils to regular classes would be greatly facilitated.

Moreover, the provision of diagnostic facilities would give the educational authorities better evidence on which to assess coming needs for the instruction of immigrant pupils.

4. The school's contact with other authorities and institutions in the near society.

Since the school situation of immigrant pupils very much depends on their situation in the larger society, contacts should be further intensified between the school and organs of government (in particular with the Child Welfare Board). Perhaps specially composed contact committees could be set up for the purpose.

5. Defective contact of immigrant pupils with other pupils.

The intention of the syllabus, which is that the Swedish pupils shall assume active responsibility for the adjustment of newly arrived immigrant pupils, should be brought to realisation. If that is to be possible, the Swedish pupils and their parents must be informed about the cultural background and starting position of immigrant children as well as the consequent difficulties that arise for them in the school. Another conceivable measure would be a "sponsored-child system", where one or more Swedish pupils take charge of an immigrant newcomer and try to steer this pupil into the school's shared fellowship.

7. PROPOSALS FOR FURTHER STUDIES OF THE SCHOOL SITUATION FOR IMMIGRANT PUPILS

The present survey suggests that the following problem areas ought to be studied in greater depth:

1. Preparation and testing of diagnostic instruments to evaluate the achievements and skills of immigrant pupils.

2. Practical experiments to activate the participation of Swedish pupils in the integration of immigrant pupils with the school.

3. Preparation and testing of alternative models for conveying information to immigrant pupils and their parents, to the school's staff and pupils, and to the parents of Swedish pupils about the conditions of each group.

4. Comparison of different schools for their attempts to integrate immigrant pupils.

Variables to consider:

- socio-economic structure of catchment areas;
- contact between the school and the near society;
- training of immigrant teachers;
- access to educational aids for the immigrant pupils;
- other measures which seek to make it easier for immigrant pupils to integrate with the school.

8. MATERIAL FOR HANDICRAFT INSTRUCTION

Under the head of educational aids development, the studies made in the Rinkeby School have resulted in the design of a comprehensive body of textual and visual material whose function shall be, for teachers as well as pupils, to facilitate the participation of non-Swedish speaking pupils in the different kinds of handicraft. As will appear from Appendix 3, major difficulties and even manifest hazards are involved when pupils who know no Swedish and who often have slight experience of handicraft instruction are permitted to take instruction in textile work, woodwork and metalwork.

The material contains clear pictures of objects, tools, machines, operating steps etc, their names, and simple phrases, such as explanations, instructions and warnings. The text is worded in Swedish and 5 immigrant languages. The material will be produced with financial assistance from the National Board of Education as a trial edition and will be tried out in Stockholm; after that, subject to revision, the material may be offered to the whole nation. As soon as the material is available in print it will be transmitted to the Council of Europe.

The costs of producing the basic material have been defrayed in part out of project monies from the Council of Europe.